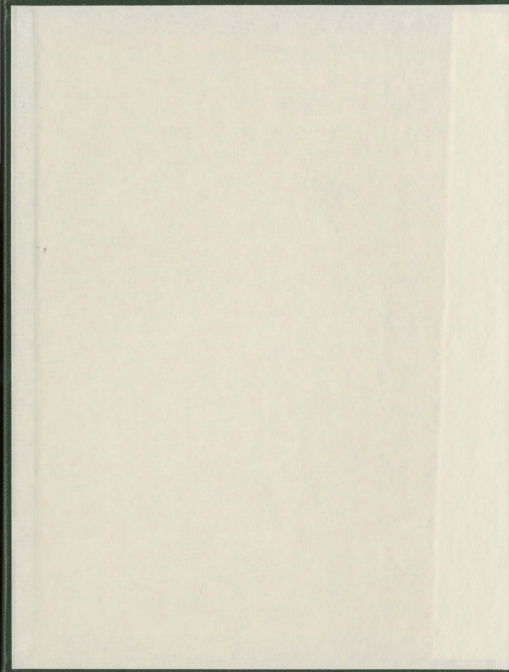


A PROGRAM EFFECTS CASE STUDY OF THE  
CYBERSMART! STUDENT CURRICULUM IN A  
PRIVATE SCHOOL IN FLORIDA

SUSAN DOYLE









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by

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## Abstract

This research sought to investigate how the curricular integration of the CyberSmart! Student Curriculum (CyberSmart!, 2010) had an effect on: 1) reported cyberbullying instances by participating students as operationalized by the difference in scores in pre and post-program Olweus Bullying Questionnaire (OBQ) (Stone, 2009) administrations, and 2) changes in reported instances as accounted in pre and post-program interviews with participating students and faculty. The unit of analysis for this program effects case study was the grade six class and three faculty members in a private school in Florida that participated in the CyberSmart! Student Curriculum. The student participants consisted of grade six students (n=79) that were instructed using the program. All students filled out a pre and post-program OBQ and three students out of this sample underwent pre and post-program interviews. Faculty members were also interviewed both before and after the programs implementation and all results were compared and analyzed.

The pre-program OBQ results revealed that 82.3% of the students were cyberbullied in the previous months prior to the prevention course. The post-program OBQ indicated a 49.4% response rate, giving an overall decrease of 32.9% after the programs conclusion. A decrease was also noted in the respondent as a cyberbully section, where the pre-program OBQ showed a report of 46.8% of cyberbullying behaviors compared to 25.3% in the post-program OBQ results signifying a decrease of 21.5%. All specific methods of cyberbullying instances in both sections verified an overall decrease as well. The student interviews noted a 100% decrease in reported instances and the faculty interviews illustrated a decrease from twenty-two reported instances to two following the programs implementation.

The results of the study also concluded that there was a notable difference between occasional and intensive cyberbullying behaviors and that even though the program was effective

in decreasing overall and occasional cyberbullying behaviors, the program did not have such a positive effect on intensive cyberbullying. The OBQ results revealed that the intensive cyberbullying only had an overall decrease of 2.5% in the cyberbully victim section and there was no change overall for the respondent as a cyberbully section. The specific methods of cyberbullying for both sections either saw a slight decrease, an increase or no change at all.

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## Chapter 1: Introduction

Chapter 1 is an introduction to the purpose of this master's thesis, which is to describe the methods and results of a program effects case study of the CyberSmart! Student Curriculum with students and faculty in a private school in Florida. Program effects case studies are well-suited to Internet research because they can provide critical information about the impact of online instructional materials with students and teachers, and can offer inferences about reasons for its successes and failures (Mann, 2006). The background and context of the problem are presented first in this chapter, followed by the research questions and why they were chosen. A brief description of the methodology will be presented next, followed by the key definitions that are used throughout the study.

### Background and Context of the Problem

School bullying is not a new phenomenon; in fact, many view it as a normal part of growing up (Campfield, 2008). Bullying occurs when a person is directly exposed repeatedly to aggressive behavior and negative actions over time by an individual or group of individuals where they have difficulty defending themselves (Olweus Bullying Prevention Program, 2008). In the past decade and with the onset of technology, a new form of bullying was born, one that allows a bully to be relentless and bully someone twenty-four hours a day, even in the safety of their own home. This new form is called cyberbullying and it "involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others" (Belsey, 2003).

With violence and suicides occurring in many schools, and with research indicating that cyberbullying is on the rise (Black, & Jackson, 2007; Stone, 2009; Campfield, 2008; Hinduja & Patchin, forthcoming), many educational institutions were trying to address cyberbullying and

educate their students on how to use technology ethically and responsibly and how to behave as good online citizens (Stone, 2009). One such prevention program was the CyberSmart! Student Curriculum which was implemented by the participating private school in Florida.

### Key Definitions

There are a number of key definitions that will be used throughout this thesis research study and are presented in the following paragraphs.

*Blog.* A blog is a website where users can post their opinions, ideas and comments and where other users can view these comments and respond. It is a method that promotes and encourages open dialogue and the exchange of opinions and ideas. Blogs can contain text, images, hyperlinks, videos and web pages (Roskamp, 2009). A blog entry cannot be deleted by the user once it is posted; only the administrator has the capability to do so.

*Bullying.* Bullying occurs when a person is exposed repeatedly to aggressive behavior and negative actions over time by an individual or group of individuals where they have difficulty defending themselves (Olweus Bullying Prevention Program, 2008). The two main types of bullying behavior are direct and indirect (Betlam, 2001). Direct physical bullying occurs when there is physical contact such as hitting, punching, kicking or pushing (Hobbes, 2009). Direct verbal bullying which is the most obvious type, involves behaviors that include name calling, threats and taunting. Indirect bullying, also known as social or relational aggression, occurs when there is an attack against relationships or someone's self-esteem (Betlam, 2001).

*Bystander.* As the term implies, the bystander is a person who is aware that the bullying occurs, but do not directly take part in the bullying behavior, nor do they do anything to stop it. The bystander is compliant in the behavior. The bystander can also be considered a passive bully (Stone, 2009).

*Cyber-stalking.* Cyber-stalking is repeatedly sending messages that threaten, harm or intimidate someone (Trolley, Hanel & Shields, n.d.). It is considered cyber-stalking when an adult is involved with cyberbullying behaviors against a minor (Campfield, 2008).

*Cyberbullying.* Cyberbullying “involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others” (Beasley, 2005). This type of bullying can be anonymous. These behaviors are similar to the traditional forms of direct verbal and indirect bullying, and include name calling, spreading rumors, social isolation and denigration (Hobbes, 2009). Bullying behaviors such as “flaming”, impersonation, happy slapping and photo shopping are new and unique to cyberspace (Hobbes, 2009). The most common cyberbullying technologies used by students are e-mail, social networking websites, chat rooms, instant messaging, blogs, on-line games such as Second Life, and text messages (Hinduja & Patchin, 2009). When adults get involved, cyberbullying becomes cyber-stalking and even sexual exploitation if sexual instances are involved (Campfield, 2008).

*CyberSmart! Student Curriculum.* The CyberSmart! Student Curriculum is a free online curriculum created to help develop student’s online skills (CyberSmart!, 2010).

*Denigration.* Denigration is defined as ‘dissing’ someone on the internet and posting gossip and/or rumors about someone to isolate them and ruin their reputation and other friendships (Trolley et al., 2006).

*Faculty.* The term faculty is used throughout this thesis to describe the teachers and administrators at the participating private school. More specifically, this study will use the term in its general sense to describe the Counselor, Dean of Students and the Head of School.

*"Flaming"*. "Flaming" is a cyberbullying behavior that involves fighting online using angry and vulgar language (Trolley et al., 2006).

*Impersonation*. Impersonation occurs when someone pretends to be someone else (Trolley et al., 2006). This type of activity can be carried out online due to the allowance of anonymity in cyberspace.

*Olweus Bullying Questionnaire (OBQ)*. The OBQ is a validated and standardized multiple-choice questionnaire designed to measure a number of aspects of bullying problems (Stone, 2009). In a 2006 study using the Rasch measurement model, it was determined that the "instrument has satisfactory psychometric properties; namely, construct validity and reliability. The conceptual design of the instrument was also confirmed (Kyriakides, Kaloyirou, & Lindsay 2006) which provided validity and reliability support for the questionnaire (Stone, 2009). The interview questions for both the faculty and students were based directly on the OBQ.

The OBQ was interested in bullying as a whole, and therefore asked questions from both the victim and cyberbullies point of view. On the questionnaire, questions four through thirteen pertained to the student being a cyberbully victim, and questions thirty to thirty-nine pertained to the student being the cyberbully. It should be noted that question seven that stated "I was hit, kicked, pushed, shoved around, or locked indoors" and thirty-three that stated "I hit, kicked, pushed, shoved around, and locked indoors" were not included in the analysis and discussion due to the fact that they dealt with physical bullying and not cyberbullying. The remaining questions on the questionnaire (fourteen to twenty-nine and forty to forty-five) asked questions regarding intervention, such as who was told about the instance and how the student felt. For the purpose of this study, the responses pertaining only to cyberbullying activities were presented and analyzed.

There were no questions directly relating to cyber ethics and property in the cyberbully or victim sections of the OBQ. However, questions nine in the victim section and question twenty-nine in the cyberbully section were both related to stealing and damaging someone's property, so those questions were amended to accommodate intellectual property. Question nine used to ask "I had money or other things taken away from me or damaged", but was amended to "I had money or other things, something I posted on the internet copied or my account hacked". Question twenty-nine was changed to "I took money or other things, damaged someone's property, copied from the internet or hacked someone's account" instead of reading "I took money or other things from him or her or damaged his or her belongings". Considering that we were dealing with cyberbullying that can happen anywhere at any time, and not just at school, all questions that stated "while at school" were amended to eliminate this restriction.

It should be noted that the OBQ did not specifically use the term cyberbullying on the document; instead it used the wide-ranging term bullying. Considering this study was only interested in cyberbullying behaviors, students were instructed to answer all questions based only on cyberbullying instances and not on bullying in general. The Olweus Bullying Questionnaire (OBQ) can be found in Appendix A.

*Program effects case study.* A program effects case study can determine the impact of a program and provide inferences about reasons for its successes or failures. This type of study can use a survey both before and after to generalize, and the data can rely on observation and structured materials. It can combine qualitative and quantitative research and analysis of results and can use different degrees of formalization around emerging or preset themes (Grosshans & Chelimsky, 1990).

*Sexting.* Sexting is a relatively new term used to describe the act of sending sexual messages, photos or videos electronically, most often between cell phones (Wikipedia, 2009).

*Social network intermediaries (SNI).* A social network intermediary “is an entity or group that seeks to identify and link all the fragmented user groups for specific constituencies” and strives to build relationships with the group leaders (Bonham, 2008).

*Social networking website (SNW).* A social networking website (SNW) is a web based online community where users can create public profiles and communicate with each other using email, chat rooms and forums and post and view images, videos, games, and other applications (Shoemaker-Galloway, 2007). SNW’s are becoming increasingly popular among our youth. A recent Facebook survey for example, indicated fifteen percent of its users are between the ages of thirteen and seventeen (Smith, 2008).

*Survey Monkey.* Survey Monkey is a web based program that allows for questionnaires to be taken online and provides a statistical breakdown of the results, giving requested percentages, graphs and charts on a secure network (Survey Monkey, 2010).

*Text-messaging.* A text message is a short message, no more than 160 characters sent via a cell phone or handheld device to another cell phone, handheld device or computer (PC Magazine, 2009).

*Victim.* A victim is the target of the bullying behavior and can be categorized further into passive and bully victims. Passive victims tend to be cautious, sensitive, and insecure and feel isolated. They are usually physically weaker than their peers and are sometimes neglected and physically and sexually abused. Bully victims contain many of these traits along with being hyperactive, quick tempered and are quick to fight back when they feel isolated or attacked (Stone, 2009).



*Web 2.0 applications.* Web 2.0 applications is a term used to describe second generation websites that encompass community websites such as blogs, wikis, social networking websites, and forums (O'Reilly, 2010).

#### Statement of the Problem and Potential Solution

The parents, school administrators, and faculty at the participating private school were concerned about the rise in cyberbullying instances among its students. Reported cyberbullying instances reached over fifty throughout the 2009-2010 school year. These included sexually inappropriate images being sent via email or posted on social networking websites (SNW's) such as Facebook, private conversations being videotaped and forwarded via cell phone to the entire student body, and email and SNW passwords being hacked just to name a few. The students had access to technology such as email and SNW both during school hours and at home due to the schools one to one laptop program. Prior to the introduction of the CyberSmart! Student Curriculum the students were never introduced to a cyber ethics curriculum and were therefore ignorant to the legal and ethical implications of their actions. As a solution, the school requested the implementation of the CyberSmart! Student Curriculum to hopefully decrease reported cyberbullying instances among its students.

This thesis will implement a program effects case study to try to determine if the program was effective in reducing reported cyberbullying instances among its students. To facilitate this, the students will complete the Olweus Bullying Questionnaire (OBQ) both before and after the programs implementation. As well, three students and three faculty members will be interviewed both before and after the program. Results will be compared to determine if there was a change in reported instances. There is no other similar research study available on the effectiveness of this program in a school setting.

## Summary

Chapter 1 was an introduction to the purpose of this master's thesis research, which is to conduct a program effects case study of the instructional materials of the CyberSmart! Student Curriculum with students and faculty in a private school in Florida through the use of the OBQ and interviews. This chapter also introduced the background and context of the problem, and presented the research questions and why they were chosen. It also gave a brief description of the methodology followed by the key definitions that were used throughout this thesis. Chapter 2 will provide a review of the extant literature on case studies, particularly in school settings and report on the types of cyberbullying, types of technology utilized for cyberbullying behaviors, cyberbullying prevention programs and legal protection against cyberbullying in the United States.

## Chapter 2: Review of Literature

Chapter 2 is a review of the literature on topics relevant to cyberbullying, and the case study design. This chapter will report on the types of cyberbullying, types of technology utilized for cyberbullying behaviors, cyberbullying prevention programs and legal protection against cyberbullying in the United States.

### Types of Cyberbullying

Cyberbullying has become a legitimate focus of research in psychology (Campfield, 2008; Granich 2008; Kozlosky, 2008), education (Norris, 2008; Quark, 2008; Roskamp, 2009; Stone 2009), communication studies (Phillips Newton, 2004) and technology law (Mann, 2009). Research has indicated that traditional bullying is often mentioned as the most significant predictor of engaging in cyberbullying behavior (Campfield, 2008).

Traditional bullying was defined by Olweus (2008) as being "exposed, repeatedly and over time, to negative actions on the part of one or more other person and he or she has difficulty defending himself or herself" (Olweus Bullying Prevention Program, 2008, para. 2).

Cyberbullying "involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others" (Belsey, 2003). Even though many behaviors are similar to traditional forms, behaviors such as flaming, denegation, impersonation, happy slapping, sexting and photo shopping are gaining in popularity and are unique to cyberspace (Hobbes, 2009; Mann, 2009). Identity theft by stealing a person's password and taking over their online email or SNW account is another form of bullying that is unique to cyberspace (Hinduja & Patchin, 2009).

"Flaming" is a term used to describe fighting online using angry and vulgar language (Trolley et al., 2006). Denigration is defined as 'dissing' someone on the internet and posting

gossip and/or rumors about someone to isolate them and ruin their reputation and other friendships. Impersonation occurs when someone pretends to be someone else (Trolley et al., 2006). One of the more famous impersonation cases is commonly known as the Megan Meir case, where Megan's friend's mother pretended to be a boy that was interested in her and this impersonation act ultimately resulted in Megan's suicide (Kornblum, 2008).

Another form of cyberbullying, which originated in the UK, is happy slapping. Happy slapping occurs when an individual is surrounded by a group of individuals and is subjected to being hit or slapped while being recorded with a mobile device, or camera (Mann, 2009). Happy slapping has resulted in serious outcomes, some of which involved rape, assault and death (Wikipedia, 2010). In 2007, a man died after being badly beaten during a happy slapping incident. The attackers were charged with manslaughter and sentenced to six and seven years in prison, while the female that filmed the attack on her mobile phone was sentenced to serve two years in detention (Worldlingo, 2010). Recently in Florida, eight teenagers, six girls and two boys, faced charges of felony battery and false imprisonment over an incident where they were accused of beating another sixteen year old girl because she said mean things about them on her MySpace page (Jacobson, 2008). The girls allegedly beat the victim for thirty minutes, giving her a concussion and knocking her unconscious. They intended further damage to the victim by posting a video of the beating on YouTube and MySpace. Police called their actions "animalistic" and "pack behaviour" (Jacobson, 2008). As a result of such a wide spread problem, many schools such as schools in London opted to ban cell phones in fear of bullying and robbery (Sulaiman, 2005).

Sexting is a term used to describe sending or receiving sexually explicit pictures via a cell phone or email (Wikipedia, 2009). This action has received the attention of the US legal system

and is considered pornography (Roskamp, 2009). Recently, three teenage girls who allegedly sent nude or semi-nude cell phone pictures of themselves, and three male classmates who received them, were charged with child pornography (CBS News, 2009). In a national survey, results revealed 22% of females and 18% of males posted or sent nude or semi-nude images of themselves (PC's 'n' Dreams, 2010).

Traditional bullying is based on a power relationship where the bully is usually physically or socially dominant (Hobbs, 2009). Cyberspace however, creates an arena where a weaker student could adopt a different role through the anonymity that cyberspace provides (Hobbs, 2009). Infinite audiences, twenty-four hours a day attainability, the private nature of online communication and the absence of non-verbal communication cues are all reasons that add to its ease and appeal (Heirman, & Walrave, 2008).

There are two main types of bully victims – passive and bully victims (Stone, 2009). Passive victims tend to be cautious, sensitive, and insecure, feel isolated, are usually physically weaker than their peers, are sometimes neglected and physically and sexually abused. Bully victims may also be hyperactive, quick tempered and quick to fight back when they feel isolated or attacked (Stone, 2009). There has been an increased focus on the victims of cyberbullying behaviors especially in light of recent suicide cases (Stone, 2009). Research has determined cyberbullying victim symptoms to include “poor socialization, obesity, depression, addiction, sleep deprivation and a drop in academic performance” (Tomazin & Smith, 2007, para. 10) along with low self-esteem, hopelessness and loneliness and alienation (Hinduja & Patchin, forthcoming). It has been noted “youth who are bullied, or who bully others, are at an elevated risk for suicidal thoughts, attempts, and completed suicides” (Hinduja & Patchin, forthcoming, p. 3).

One place where students are supposed to feel safe is at school. This is supposed to be a haven where they feel protected and can learn and grow, but cyberbullying can make life very difficult. When they are cyberbullied they are faced with daily humiliation and isolation which can lead to avoidance behaviors such as not attending school or social events, running away from home and sometimes even suicide (Baiers, 2008).

### Technologies for Cyberbullying

Bullying has changed over the years with the advent of technology. Face-to-face bullying has been replaced with harassment, sometimes even anonymous harassment, through Web 2.0 applications such as social networking websites (SNW's), chat rooms, email and text messages (Roskamp, 2009). Along with these technological developments new skills and behaviors have correspondingly developed (Roskamp, 2009). These new skills have allowed for unscrupulous tech savvy children to turn to cyberspace to harass and bully their peers (Patchin & Hinduja, 2006).

The most common cyberbullying media among students are e-mails, social networking websites, chat rooms, instant messaging, blogs, text messages and on-line games such as Second Life (Hinduja & Patchin, 2009). These mediums are gaining popularity, with the most notable being SNW's. A 2008 Facebook statistic indicated that it has thirty three million users in the US alone, and fifteen percent are between the ages of thirteen and seventeen (Smith, 2008). Twitter posted triple digit growth in 2009 and MySpace came in third with a 92% increase (Curve, 2010). A recent study from the American Psychological Association determined that 71% of youth have online profiles on popular social networking websites such as MySpace, Friendster and Xanga, up from 61% in 2006 (Online Safety Site, 2010). These websites encourage their users to post pictures, videos and music to express themselves (Mann, 2009). Recent statistics

show that 64% post photos or videos of themselves with 70% of females more likely to post personal photos or videos of themselves in comparison to 58% of their male counterpart (Online Safety Site, 2010).

Most SNW's require the user to be at least thirteen years of age and obligate the user to agree to the terms and conditions prior to joining the network (Mann, 2009). The onus to understand these convoluted policies and privacy statements should be placed on the user and social network intermediaries and such an act of omission, or *actus reus*, cannot in law, be a valid excuse (Mann, 2009). "From the casual observer's perspective, it should be the Social Network Intermediary (SNI) who is best placed to assist new members in managing their privacy. Unfortunately (for new members), the legislation absolves the SNI of any responsibility" (Mann, 2008, p. 6). Parents or the child's guardian could be considered the next in line to monitor their child's behaviors at home, but twenty-five percent of teens say that their parents know little or nothing about what they do online (Online Safety Site, 2010).

A recent survey of two thousand youth indicated that that thirty-three percent engaged in cyberbullying behavior (Hinduja & Patchin, 2009). Wolak, Mitchell, and Finkelhor (2007) conducted a national survey with fifteen hundred and one youth ages ten to seventeen, and compared online victimization over the course of five years. They concluded that these cyberbullying behaviors increased as twice as many youth were victimized in 2005 as compared to 2000. One of the reasons to account for the increase in cyberbullying could be due to the increased time spent online (Roskamp, 2009).

Cyberbullying research has gained some ground, but more research needs to be conducted (Campfield, 2008; Stone, 2009; Roskamp, 2009). Despite the violence and obvious destructive effects of these cyberbullying instances, these acts are relatively new, and it difficult

to determine if they have the same outcomes as traditional bullying, making research in this area necessary (Hobbs, 2009). In fact, The National Center for Education Statistics and the Bureau of Justice Statistics do not presently include cyberbullying reports and statistics in its annual reports. With cyberbullying becoming a public concern, the media have been following this issue very closely (Campfield, 2008).

### Cyberbullying Prevention Programs

To help combat cyberbullying behaviors, schools need to implement programs to educate their students on how to properly engage in cyberspace (Baiers, 2008). Many schools have been mandated by Boards of Education to implement such programs (Roskamp, 2009). It is important for programs to be effective and take into consideration basic development, education and violent prevention theories. It is noted that those that do, can do more harm than good (Black, 2007). There has been some research conducted on the effectiveness of such programs, but due to their novelty, there is still a void in the literature.

The Olweus Bullying Prevention Program is one of the more researched and well known programs. This program was designed to help decrease bullying behaviors, prevent future bullying and help maintain and establish positive relationships (Olweus Bullying Prevention Program, 2008a). In 2009, Stone conducted a study on the effectiveness of the Olweus Bullying Prevention Program and determined that it was in fact an effective program in deterring bullying behaviors. Black and Jackson (2007) conducted a study in six public elementary and middle schools and determined that bullying behaviors decreased by 45% over the four year implementation of the program. Another study involving ten public middle schools, found that relational victimization decreased by 28% and physical victimization decreased by 37% (Bauer, Lozano & Rivara, 2007).



Another prevention program is the CyberSmart! Student Curriculum. This program was developed in partnership with NSBA's Technology Leadership Network, Character Education Partnership, National Association of School Psychologists and the National Cyber Security Alliance to help develop student's online skills (CyberSmart!, 2010). One of its components, Manners and Cybercitizenship, deals directly with social, legal, and ethical issues (CyberSmart!, 2010). Although the program claims that it is well researched and proven, similar research or literature to confirm their claims has not been found.

### Legal Protection in the United States

"Free speech" is protected by the First Amendment in the US Constitution regardless if it is spoken on the playground or in cyberspace (Roskamp, 2009). This makes the job of running a school especially challenging because the responsibility of the teachers and faculty is to protect both the free speech of the bully and the rights of the victim. Cyberbullying behavior however, can result in criminal conduct when the behavior is serious and threatens, harasses or intimidates another person (Kift, 2007).

With the media providing in-depth coverage of cyberbullying behaviors, the public has been putting pressure on senators and governors to update and mandate laws. A number of states in the US have responded by updating their laws to address harassment through electronic communications or by creating new laws specifically for cyberbullying. One such law introduced by the State of Florida is The Jeffrey Johnson Stand Up for All Students Act which was created in response to Jeffrey Johnson committing suicide after being bullied (Matteson, 2008). The law requires all public schools, kindergarten to grade twelve to draft and implement a district-wide anti-bullying policy and procedure to safeguard all students. Substantial financial penalties totaling up to millions per year would result if the school did not comply with the law (Matteson,

2008). The federal government responded to pressure as well by addressing the issue through the “*Communications Decency Act* (1996), *Telecommunications Act* (1996), *Children’s Internet Protection Act* (2001), *Child Online Protection Act* (1998), *Children’s Online Privacy Protection Act* (2000), and *Deleting Online Predators Act* (2006)” (Roskamp, 2009, p. 54).

Szoka & Thierer (2009) believe however, that criminalizing child against child aggression will not solve or diminish bullying. Instead, they feel that it would only create unwanted issues and controversy pertaining to free speech and due process. They believe that criminal law should only come into play when adults are involved in cyberbullying behaviors against minors (Szoka & Thierer, 2009). All stakeholders including students, educational leaders, parents and psychologists need to be aware of cyberbullying laws and the potential for criminal liability (Kift, 2007). The focus should be placed on educational programs, and lawmakers should support online safety education and cyberbullying awareness efforts (Szoka & Thierer, 2009).

### Research Questions

This program effects case study asked the research question: How did the curricular integration of the CyberSmart! Student Curriculum affect: 1) reported cyberbullying instances by participating students as operationalized by the difference in the scores in pre and post-program Olweus Bullying Questionnaire (OBQ) administrations, and 2) changes in reported instances as accounted in pre and post-program interviews with participating students and faculty. These questions were developed to help determine the effectiveness of the CyberSmart! Student Curriculum among its grade six class.

Studies have indicated cyberbullying is most prevalent in nine to fourteen year olds (Trolley, Hanel & Shields, 2006) and that it reaches its peak during the middle school years

(Norris, 2008). Cyberbullying has become prevalent across the globe and has been a focus of research for the past number of years (Norris, 2008; Mann, 2009; Campfield, 2008; Granich, 2008; Roskamp, 2009) but much more research needs to be conducted in this area and on intervention programs themselves.

#### Summary

Chapter 2 was a review of the extant literature focusing on the types of cyberbullying, types of technology utilized, cyberbullying prevention programs and legal protection against cyberbullying in the United States. Chapter 3 will report on the methods followed throughout the study including a description of the participants in the study, design of the case study, and the materials, instruments and procedures that were used to determine the effectiveness of the CyberSmart! Student Curriculum in a private school in Florida.

### Chapter 3: Methodology

Chapter 3 is a discussion of the research methods used in this master's thesis. A comprehensive explanation of the participants from the school is presented first, followed by a description of the research design. A description in the materials section of the relevant sections of the CyberSmart! Student Curriculum is presented next, followed by the instruments used and the procedures followed.

#### The Participants

The unit of analysis for this program effects case study was a cross-section of faculty and students in a private school in Florida that participated in the CyberSmart! Student Curriculum. The unit of analysis included both the students and faculty because the students were the ones who were affected by the curriculum and the faculty members were the ones who received the complaints.

The school was an elite private school in South Florida. All families were affluent and well to do with some families being of celebrity status. There was very little diversity in the school and the majority of the students were Caucasian. The school implemented a one to one laptop program in 2009 that required all students to own their own laptop that they were mandated to use both in the classroom and at home for educational purposes. This implementation gave the students internet access twenty-four hours a day. As a result of the implementation, the school assumed an accompanying zero tolerance policy toward cyberbullying. The school also adopted a "no paper" policy and all teachers and students were required to do their work electronically. The schools technology staff implemented filters on the internet and blocked certain websites, but this system was not foolproof. Moreover, once the students left the campus network, they were able to access any internet website.

### *Student Participants*

The students that participated in this study were the grade six class ( $n=79$ ). Out of the seventy-nine students, forty-one were female and thirty-eight were male and the student median age was twelve. There was very little diversity among the students as seventy-six were Caucasian, two were African American and one was Indian. The literacy rate among the students was high as all students were required to maintain above a C average to stay in the school. This high level of competency, allowed for their capability of comprehending and learning the presented material.

All students were well acquainted with technology as 100% of them owned their own personal laptop as per required by the school, giving them twenty-four hour access to the internet. Almost all of the students, 98%, had their own mobile phone with internet access. Even though the students were legally required to be thirteen years old (median age is twelve), to obtain a Facebook account, 86% had an active account and had it for a few years.

Out of the seventy-nine grade six participants, three were chosen to be interviewed both before and after the program implementation. Interviewing students prior to the program that already had an understanding of cyberbullying was obviously necessary. Considering the newness of the term and the young age group of the participants, the only way to ensure this was for the researcher to select students that had prior experience with cyberbullying. The Dean of Students provided the names of three possible candidates that had experience with cyberbullying the year before. It is important to note however, that this study was only interested in cyberbullying instances that occurred within months of the programs implementation making the previous experiences irrelevant. The students that were selected and agreed to the research were all were twelve years of age, Caucasian and female.

### *Faculty Participants*

The term faculty is used here in its general sense to mean the three faculty participants, namely the Counselor, the Dean of Students and the Head of the School. They were selected because they were the faculty members that dealt with all cyberbullying instances that occurred among the students. Depending on the severity of the instances, all three members were directly involved, or just the faculty member that was most suited to handle the situation. In either case all three members were usually aware of each instance.

The faculty participants all had over twenty years experience in the field of education with the Counselor and the Head of School having fifteen years at the participating school while the Dean of Students had nine. The Counselor was female, and the Dean of Students and the Head of the School were both male. They did not have any prior experience with this cyberbullying prevention curriculum or any other similar program.

### **Research Design**

This master's thesis implemented a program effects case study of the CyberSmart! Student Curriculum in a private school in Florida. A case study is a systematic exploration of a complex issue based on a comprehensive understanding of that issue, obtained by extensive description and analysis taken as a whole and in its context. There are many types of case studies that can be applied to web based research, one being a program effects case study (Mann, 2006). Program effects case studies as described in Grosshans and Chelimsky (1990) are not like random sample surveys in that they are not representative of entire populations, and do not claim to be. Specifically this case study was an intervention, in that it describes the reactions of a person or group to a change in their environment. Experiments are typical of intervention

research. This study is representative of the grade six population of the participating private school in Florida.

This research was conducted by comparing the results of the pre and post-program OBQ that was administered both before and after the implementation of the CyberSmart! Student Curriculum, and by conducting pre and post-program interviews with students and faculty. Once the OBQ was administered, a quantitative analysis of the survey answers was conducted. All interviews were analyzed and compared, and organized into categories using keywords to determine emerging patterns and themes. Emerging patterns and themes in research of this type help determine key concepts (Phillips Newton, 2004).

#### Materials

The focus of the school's curriculum and this research was on cyberbullying, therefore the component of interest in the CyberSmart! Student Curriculum was the section on "Manners and Cybercitizenship". The specific lesson topics under this category were "Cybercitizenship", "Ethics and Property", "Netiquette" and "Cyberbullying". These topics, along with the lesson title and the lesson objectives are outlined in Table 3.1.

Table 3.1

*CyberSmart! Student Curriculum Manners and Cybercitizenship Component*

<i>Lesson Topic</i>	<i>Lesson Title</i>	<i>Objective</i>
Cyber Citizenship	Power and Responsibility	Given different scenarios and case studies, grade six students will be able to distinguish positive and negative ideas written by writing on paper their ideas and answers and submitting to the teacher within fifty minutes
Ethics and Property	Considering Copying	Students will be able to properly copy work from the internet and will understand the that many forms of copying are illegal or unethical.
	Can you Hack it?	Students will be able to learn that computers and electronic files are property and explore the reasons for, consequences, and ethics of teen hacking.
Netiquette	Good Messaging Manners	Students will be able to utilize good manners in cyberspace, including how to write properly using E-mail, instant messages, chat, and message boards.
Cyberbullying	Cyberbullying: Not a Pretty Picture	Students will be able to understand how to maintain a friendly relationship and avoid being or being a victim of cyberbullying.
	Cyberbullying? Who, Me? Why Should I Care?	Students will be able to understand the roles and responsibilities of bystanders and develop a plan for peer mentoring to prevent cyberbullying situations.
	Cyberbullying: Crossing the Line	Students will be able to understand that when cyberbullying includes threats to safety, they must involve trusted adults. They will be able to develop a plan to enable students to report cyberbullying to school authorities anonymously.
	Dealing With Cyberbullying	Students will be able to respond to cyberbullying scenarios



The lessons in this component allowed students to a) reflect on their own and others behaviors and understand what cyberbullying is and how to effectively deal with it; b) understand how to be a good citizen in cyberspace and adhere to acceptable use policies; and c) understand cyberspace intellectual property laws and how to deal with them ethically and responsibly (CyberSmart!, 2010).

Each topic had its own complete lesson plan that included an overview, required materials, teacher led introduction, student activity sheets, and student discussion questions to follow the activity sheets. It also had an assessment guideline to help ensure the comprehension of the discussed lesson. Lesson plans and activity sheets can be found in Appendix I. A sample of a section of a student activity sheet from the Lesson “Cyberbullying: Not a Pretty Picture” is noted in Figure 3.1.

Name \_\_\_\_\_ Date \_\_\_\_\_



#### **Cyberbullying: Not a Pretty Picture**

Jaleesa and Kim are friends at Jefferson Middle School. Kim tells Jaleesa that she doesn't want to hang out with her any more. Jaleesa is angry and upset. She uploads a photo of Kim from her cell phone that was taken at a slumber party two weeks earlier. Jaleesa sends the photo to everyone on her buddy list with a message attached: "Kim is such a \*\*\*\*."

**What's the Problem?** How do you think Kim felt?

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What might the kids who received the e-mail think or do?

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*Figure 3.1. Sample CyberSmart! Student Activity Sheet*

## Instruments

Instruments used in this program effects case study were the Olweus Bullying Questionnaire (OBQ) and some semi-structured interview questions. The OBQ was administered to participating students and interviews were conducted with participating students and faculty both before and after the programs implementation. The results were compared and analyzed. A decrease in reported instances demonstrated through the pre and post-program OBQ and interview analysis, would determine that the program was successful and its educational objectives were met. Correspondingly, if an increase was demonstrated, it would be determined that the objectives were not met, and the program was not effective.

### *The Olweus Bullying Questionnaire (OBQ)*

The questionnaire asked questions on the topics directly discussed in the CyberSmart! Student Curriculum . For example question eight in the cyberbully victim section, asked if another student spread rumors or tried to make others dislike them. Question twenty-five asked the question from a cyberbully's point of view and asked if they called another student mean names or made fun of them. These questions were discussed in the cyber citizenship - power and responsibility lesson of the program. Question twelve asked if they were cyberbullied through mean messages, or pictures over the internet or cell phone, which was discussed in the netiquette – good messaging manners section.

The response choices for the questions of interest were a) it hasn't happened to me in the past couple of months; b) only once or twice; c) two or three times a month; d) about once a week; and e) several times a week. These choices were specifically designed to avoid the elusiveness of responses such as often or fairly often (Stone, 2009). Considering the

questionnaire dealt with frequency, a statistical analysis and comparison of the results would help determine if the program's implementation was successful.

Survey Monkey was used so the students could answer the questions easily and securely online.

### *Interviews*

Interviews with students and faculty were also used to help determine the effectiveness of the program. Interviews were conducted both before and after the programs implementation and a comparison was made to determine if there was a change in reported instances. Interview questions were directly based on the OBQ and educational objectives of the CyberSmart! Student Curriculum to help create a consistency in the collected data. The same set of questions was used both before and after the implementation in order to compare results to determine any changes. All questions were semi-structured questions. Interviews were conducted independently of the OBQ and no collusion was involved. Interview questions can be found in Appendix B.

The first student interview question asked whether or not they had been cyberbullied or cyberbullied someone else in the past month. This statistical response can be easily compared to the post-program interview response. This question was directly correlated to question four in the cyberbullying victim section and thirteen in the cyberbully section of the OBQ. The students were asked to elaborate on the instance to help determine the nature of the cyberbullying such as whether or not the student was called mean names, or excluded or cyberbullied sexually. The OBQ asks these questions directly. The elaboration of the incident would also determine the frequency which was a direct focus of the OBQ. Question two asked how they felt and responded, and question three asked if an adult was involved all which were discussed in the instructed program and outlined in the educational objectives. The students were asked an

additional question in the post-program interview and were asked directly if they thought the program was effective.

The first faculty interview question asked how many reported instances occurred in the past couple of months. In the pre-program interview this referred to the months prior to the start of the program, and the post-program question referred to the time since the programs implementation. This question was directly based on the OBQ. A comparison of the responses and an analysis of the instances reported would determine if the program was effective in reducing reported cyberbullying instances. The next question asked where or how it took place, which would help determine the method used and frequency, and whether or not the instance was occasional or intensive. The third question asked about the nature of the instances for example if they were of a sexual or racial nature, and the circumstances surrounding them which directly correlated with the questions asked on the OBQ. The other questions dealt with the issues that were discussed in the curriculum and outlined in the educational objectives such as dealing with the method and nature of the behavior, how the student felt about it and whether or not there were other students involved. The semi-structured interview questions for both the students and faculty can be found in Appendix C.

#### Procedure

The first procedural step that took place was the acquisition of consent from the Head of the School. Once his consent was obtained the study was explained to students during computer class two weeks prior to the programs start. The Head of School required all students to be enrolled in the CyberSmart! Student Curriculum, but they could choose whether or not to participate in the research study. They were informed of the procedures, and that a letter would be sent home to their parents, requiring their permission in order for them to participate. They

were also told that they could choose not to participate if they did not want to. They were informed all answers provided through the OBQ were anonymous and confidential, and the interviews were confidential as well. They were also made aware that they could withdraw at any time without any repercussions.

Once the intentions of the study were revealed, a meeting was held in a private office with the Dean of Students to select three students to interview. He provided the researcher with three candidates who were familiar with cyberbullying and had experienced cyberbullying in some form the previous year. This experience had no relevance to the study, as this study was only interested in instances that occurred within months of the study. It was important however to interview students that had full comprehension of what cyberbullying was, as it was a relatively new term especially for the given age group.

Letters were then sent home to parents explaining what cyberbullying was, and describing the research study and what was involved. A separate but similar letter was sent home to the parents of the interview candidates. An extra copy was provided for the parents to keep for their records. They were informed that all answers provided on the OBQ and in the interviews were completely confidential and that they could withdraw their child from the study at any time without their child suffering any type of consequence. All necessary contact information was provided as well. Consenting parents were asked to return the letter within two days in a sealed blank envelope. Those who did not wish to participate did not have to return the letter. All of the letters (n=79) that were sent home were returned indicating that all parents consented. Students were then given their consenting letters during class time to sign and all students consented. Copies of the letters can be found in Appendices D, E, F and G.

The next step was that consent was sought from the Counselor, the Dean of Students and the Head of School to interview them both before and after the program. Consent was granted and a copy of the letter is provided in Appendix H. All permission forms were kept in a locked room and the researcher was the only person with access.

Once all permissions were obtained, the process of administrating the pre-program OBQ and interviews began. First, the Counselor was interviewed in a private office, then the Dean of Students and the Head of School. All interviews were conducted one week prior to the start of the program. The student interviews were also conducted during the school day that same week in a private office. Interviews lasted approximately fifteen minutes each. The interviews were audio recorded and dictated by hand to ensure all information was recorded. Following the interviews, the information was immediately transferred to a password protected computer and the paper copies shredded and discarded. Interview questions can be found in Appendix B.

During that same week the students filled out the OBQ during computer class using the online program Survey Monkey (Survey Monkey, 2010). They were debriefed on cyberbullying and its definition before they filled out the OBQ. Only the researcher was present in the room. Confidentiality and anonymity was fully maintained as student names and ISP addresses were not recorded. The questionnaire took approximately fifteen minutes. A copy of the OBQ can be found in Appendix A.

Once all pre-program research was obtained, students participated in the four week CyberSmart! Student Curriculum program with a focus on the Manners and Cybercitizenship component. The program was instructed during the students' skills class and computer class by their regular class teacher. All lessons were followed and implemented in its entirety before moving on to the next lesson. All lessons can be found in Appendix I.

The week following the programs completion, the post-program interviews with the participating students and faculty took place. The post-program OBQ was also administered to consenting students. Protocol was repeated from the pre-program interview and OBQ administration. All gathered information through the questionnaires and interviews were analyzed and compared.

#### Summary

Chapter 3 reported on the steps followed throughout the study including a report on the unit of analysis which was the participating students and faculty at a private school in Florida. The chapter also reported on the research design, the materials and instruments used in the study along with the procedure followed. Chapter 4 will report on and provide a discussion of the results for both the OBQ and student and faculty interviews.

## Chapter 4: Results

This chapter will present the results of this program effects case study. First, the results of the OBQ that was administered before the implementation of the program will be presented, and then the results will be compared to the results of the post OBQ and the correlation examined. The results for the section pertaining to the respondent as a victim will be presented first, then for the respondent as a cyberbully. A brief discussion will be included within each section and the highlights will be rendered. The student and faculty interviews conducted both before and after the program will be presented next.

### Olweus Bullying Questionnaire Results

#### *Respondent as a Cyberbully Victim – Pre-Program Raw Scores and Percentages*

The Olweus Bullying Questionnaire (OBQ), a validated and established multiple-choice questionnaire that was designed to measure a number of aspects of bullying problems (Stone, 2009) directly correlated with the CyberSmart! Student Curriculum. The OBQ was interested in cyberbullying as a whole, and therefore asked questions from both the respondent as a cyberbully victim and as a cyberbully point of view. The OBQ required the respondents to be specific in their frequency by indicating it happened “one to two times a month”, “two to three times a month”, “once a week” or “several times a week”. For the purpose of determining the seriousness and ongoing threat of cyberbullying in the school, these data were collapsed and analyzed by frequency of occurrence, that is, “one to two times a month” and “two to three times a month”, as occasional, and “once a week” or “several times a week” as intensive. The students also had to option of indicating that “it hasn’t happened in the past couple of months”. The pre-program OBQ cyberbully victim responses with their raw scores and percentages are outlined in Table 4.1.



Table 4.1

*Respondent as a Cyberbully Victim – Pre-Program Raw Scores and Percentages*

<i>Question</i>	<i>Total</i>	<i>Occasional</i>		<i>Intensive</i>	
	<i>Was a Victim</i>	<i>1-2 times</i>	<i>2-3 times</i>	<i>Once a week</i>	<i>Several times a week</i>
4. How often have you been cyberbullied in the past couple of months?	65 (82.3%)	36 (45.6%)	20 (25.3%)	4 (5.1%)	5 (6.3%)
5. I was called mean names, was made fun of, or teased in a hurtful way	63 (79.7%)	30 (38%)	23 (29.1%)	5 (6.3%)	5 (6.3%)
6. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me	53 (67.1%)	29 (36.7%)	17 (21.5%)	2 (2.5%)	5 (6.3%)
8. Other students told lies or spread false rumors about me and tried to make others dislike me	41 (51.9%)	24 (30.4%)	11 (13.9%)	4 (5.1%)	2 (2.5%)
9. I had money or other things stolen, something I posted on the internet copied or my account hacked	28 (35.4%)	24 (30.4%)	2 (2.5%)	2 (2.5%)	0 (0%)
10. I was threatened or forced to do things I didn't want to do	27 (34.2%)	18 (22.8%)	6 (7.6%)	2 (2.5%)	1 (1.3%)
11. I was cyberbullied with mean names or comments about my race or color	22 (27.8%)	16 (20.3%)	5 (6.3%)	1 (1.3%)	0 (0%)
12. I was cyberbullied with mean names, comments or gestures with a sexual meaning	42 (53.2%)	20 (25.3%)	13 (16.5%)	6 (7.6%)	3 (3.8%)
13. I was cyberbullied in another way	41 (51.9%)	25 (31.6%)	11 (13.9%)	3 (3.8%)	2 (2.5%)

The OBQ responses from the victim point of view reflected the severity of the cyberbullying problem at the participating school. Pre-program OBQ results indicated that out of all the participants polled (n=79), sixty-five students, or 82.3% were cyberbullied in the previous months prior to the intervention program. Of this percentage, fifty-six or 70.9% revealed they were cyberbullied occasionally and nine or 11.4% indicated that it was intensive. More specifically, thirty-six or 45.6% reported being cyberbullied only once or twice, twenty or 25.3% reported being cyberbullied two or three times a month, five or 6.3% reported being cyberbullied several times a week, and four or 5.1% reported being cyberbullied about once a week.

Out of all the ways the student reported they were cyberbullied, most students, sixty-three or 79.7% indicated that they "were called mean names, made fun of, or teased in a hurtful way". Regarding the amount, fifty-three or 67.1% said it happened occasionally but ten or 12.6% indicated that they were cyberbullied this way intensely, or once a week or more. This 12.6% was the highest percentage among the intensive cyberbullying category.

Following this intensive pattern was question twelve which also asked about being cyberbullied with mean names but with a sexual meaning. This question resulted in nine or 11.4% indicating that they were bullied this way intensively. There were thirty-three or 41.5% occasional responses for this question.

The other question that asked about being cyberbullied with mean names warranted the lowest overall response of twenty-two or 27.8%. It also had the lowest occasional response which was twenty-one or 26.6% and intensive response which was one or 1.3%. This question however dealt with racial cyberbullying and 96.2% of the students were Caucasian, which posed an interesting find. Given the fact that most of the students were of the same ethnicity, there was little basis amongst the students to cyberbully someone based on their race or color. The twenty-

one students that did report this type of cyberbullying could be referring to cyberbullying that occurred outside of the school setting.

The question that dealt with exclusion brought the next highest response with fifty-three or 67.1% reporting this happened. This question also had the third highest response rate for the intensive category, which was seven or 8.8%, leaving forty-six or 58.2% being cyberbullied occasionally.

The question that asked the students if they spread lies or rumors and the general that asked if they cyberbullied another way both elicited forty-one or 51.9% response rate. When asked if this occurred intensively, six or 7.6% said they had lies or rumors spread about them and five or 6.3% said they were cyberbullied another way.

#### *Respondent as a Cyberbully Victim – Post-Program Raw Scores and Percentages*

When the OBQ was given again to the students after the cyberbullying prevention program's implementation, results indicated that thirty-nine or 49.4% said that they were still a victim of cyberbullying. Among the responses, thirty-two or 40.5% said this occurred occasionally and seven or 8.9% said this happened on an intensive basis. Table 4.2 outlines the results in detail with their raw scores and percentages.

Table 4.2

*Respondent as a Cyberbully Victim – Post-Program Raw Scores and Percentages*

<i>Question</i>	<i>Total</i>	<i>Occasional</i>		<i>Intensive</i>	
	<i>Was a Victim</i>	<i>1-2 times</i>	<i>2-3 times</i>	<i>Once a week</i>	<i>Several times a week</i>
4. How often have you been cyberbullied in the past couple of months?	39 (49.4%)	27 (34.2%)	5 (6.3%)	4 (5.1%)	3 (3.8%)
5. I was called mean names, was made fun of, or teased in a hurtful way	31 (39.2%)	18 (22.8%)	5 (6.3%)	4 (5.1%)	4 (5.1%)
6. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me	26 (32.9%)	16 (20.3%)	6 (7.6%)	2 (2.5%)	2 (2.5%)
8. Other students told lies or spread false rumors about me and tried to make others dislike me	27 (34.2%)	21 (26.6%)	5 (6.3%)	0 (0%)	1 (1.3%)
9. I had money or other things stolen, something I posted on the internet copied or my account hacked	18 (22.8%)	16 (20.3%)	1 (1.3%)	0 (0%)	1 (1.3%)
10. I was threatened or forced to do things I didn't want to do	13 (16.5%)	13 (16.5%)	0 (0%)	0 (0%)	0 (0%)
11. I was cyberbullied with mean names or comments about my race or color	8 (10.1%)	7 (8.9%)	1 (1.3%)	0 (0%)	0 (0%)
12. I was cyberbullied with mean names, comments or gestures with a sexual meaning	29 (36.7%)	18 (22.8%)	4 (5.1%)	5 (6.3%)	2 (2.5%)
13. I was cyberbullied in another way	28 (35.4%)	22 (27.8%)	4 (5.1%)	1 (1.3%)	1 (1.3%)

The cyberbullying behavior that warranted the highest response rate in the pre-program OBQ also had the highest response rate in the post-program OBQ and that was for the question that dealt with calling someone mean names. In the post-program OBQ, thirty-one or 39.2% indicated that they were cyberbullied this way. This question along with the pre-program OBQ results also had the highest response rate for the intensive category where eight or 10.2% said they were victims once a week or several times a week.

The question in the pre-program OBQ that had the second highest response rate for the intensive category also had the second highest response rate in the post-program OBQ where seven or 8.8% said they were victims intensively. This question was on being cyberbullied with mean names with a sexual meaning. This question also had the second highest overall response in the post-program OBQ with twenty-nine or 36.7% indicating this occurred.

The question that brought the third highest response rate for the intensive category was for the question on exclusion, where four or 5% indicated this happened more than once a week. This question also had the third highest response rate in the intensive category in the pre-program OBQ.

The question that asked if they were cyberbullied another way brought with it the third highest overall response rate where twenty-eight or 35.4% indicated they were cyberbullied in a way that was not indicated on the OBQ. This question also had the highest occasional response which was twenty-six or 32.9%. The question on spreading lies or rumors shared these occasional response numbers.

Similar to the pre-program OBQ, the question on cyberbullying with mean names regarding race or color warranted the lowest response rate in all categories including overall,

occasional and intensive. The post-program OBQ indicated that eight or 10.1% said this happened occasionally and none said they were cyberbullied this was intensively.

#### *Respondent as a Cyberbully Victim – Comparison of Results*

A comparison of the pre and post OBQ numbers for the cyberbully victim section indicated that there was an overall decrease of reported instances. The post-program OBQ results indicated thirty-nine or 49.4% were cyberbullied in the past couple of months compared to sixty-five or 82.3% in the pre-program questionnaire, giving a twenty-six response decrease or a 32.9% decrease in instances. There was a twenty-four or 30.4% reduction in occasional cyberbullying behavior, but there was no change in the more intensive once a week option. There was a reduction in the intensive several times a week option, but it was only by two respondents or 2.5%, leaving seven out of the original nine students still being a victim of this behavior. Table 4.3 outlines the comparison for all questions and their percentages.

Table 4.3

*Respondent as a Cyberbully Victim – Comparison of Pre and Post-program OBQ in Percentages*

<i>Question</i>	<i>Total</i>	<i>Occasional</i>		<i>Intensive</i>	
	<i>Was a victim</i>	<i>1-2 times</i>	<i>2-3 times</i>	<i>Once a week</i>	<i>Several times a week</i>
4. How often have you been cyberbullied in the past couple of months?	-32.9%	-11.4%	-1.9%	0.0%	-2.5%
5. I was called mean names, was made fun of, or teased in a hurtful way	-40.5%	-15.2%	-22.8%	-1.2%	-1.2%
6. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me	-34.2%	-16.4%	-13.9%	0.0%	-3.8%
8. Other students told lies or spread false rumors about me and tried to make others dislike me	-17.7%	-3.8%	-7.6%	-5.1%	-1.2%
9. I had money or other things stolen, something I posted on the internet copied or my account hacked	-12.6%	-10.1%	-1.2%	-2.5%	+1.3%
10. I was threatened or forced to do things I didn't want to do	-17.7%	-6.3%	-7.6%	-2.5%	-1.3%
11. I was cyberbullied with mean names or comments about my race or color	-17.7%	-11.4%	-5.0%	-1.3%	0.0%
12. I was cyberbullied with mean names, comments or gestures with a sexual meaning	-16.5%	-2.5%	-11.4%	-1.3%	-1.3%
13. I was cyberbullied in another way	-16.5%	-3.8%	-8.8%	-2.5%	-1.2%

Analysis of the specific methods in which the cyberbullying occurred, the pre and post-program OBQ indicated that the section on calling someone "mean names" had the highest overall response rate and the highest intensive rate both times. Results comparison indicated that this category had the greatest deficit, with an overall reduction of thirty-two or 40.5%, and a thirty or 38% decrease in occasional behaviors. The intensive category however only had a reduction of two responses or 2.4% indicating that eight of the original ten students were still victims of this type of abuse.

The other question dealing with mean names but in a sexual context had a high response rate in both the pre and post-program OBQ and only saw a slight decrease of two or 2.6% in the intensive category leaving seven students still victims. The overall behavior decreased by thirteen or 16.5% and the occasional behavior decreased by eleven or 13.9%.

The second highest response rate in the pre-program OBQ was for the question on exclusion and this question also had the second greatest reduction with an overall reduction of twenty-seven or 34.2%. The victims reported the occasional behavior decreased by twenty-five or 31.5% but there was no change in the more intensive once a week cyberbullying, and only a reduction of three or 3.8% for several times a week.

The spreading rumors and lies question had the greatest reduction in intensive behavior with a decrease of five or 6.3%. The occasional responses dropped by twenty or 11.4%.

The general question that asked if they were cyberbullied another way saw an overall reduction of thirteen responses or 16.5%, an occasional reduction of ten or 12.6% and an intensive reduction of three or 3.7%.

One category had an increase in behavior and that was for the question on stealing or hacking. The overall behavior decreased by ten or 12.6%, which was the lowest reduction of all



the categories, but there was an increase of 1.3% for the intensive behavior. This indicated that one student became a victim of this behavior several times a week after the programs implementation. The other intensive option of once a week did however decrease by two or 2.5%.

*Respondent as a Cyberbully – Pre-Program Raw Scores and Percentages*

Results of the OBQ indicated that there was not only a severe problem of students being cyberbullied at the participating school, but also with the students acting as a cyberbully themselves. Pre-program OBQ results revealed thirty-seven of the seventy-nine or 46.8% of the students polled acted as a cyberbully within months prior to the intervention program. Results indicated that thirty-five or 44.3% did so occasionally and two or 2.6% engaged intensively and harassed their victim more than once a week. Table 4.4 outlines the pre-program responses.

Table 4.4

*Respondent as a Cyberbully – Pre-Program Raw Scores and Percentages*

<i>Question</i>	<i>Total</i>	<i>Occasional</i>		<i>Intensive</i>	
	<i>Cyberbullied Someone</i>	<i>1-2 times</i>	<i>2-3 times</i>	<i>Once a week</i>	<i>Several times a week</i>
30. How often have you taken part in cyberbullying another student (s) in the past couple of months?	37 (46.8%)	29 (36.7%)	6 (7.6%)	1 (1.3%)	1 (1.3%)
31. I called another student mean names, made fun of, or teased him or her in a hurtful way	44 (55.7%)	34 (43.0%)	5 (6.3%)	4 (5.1%)	1 (1.3%)
32. I left him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her	32 (40.5%)	22 (27.8%)	7 (8.9%)	1 (1.3%)	2 (2.5%)
34. I spread false rumors about another student and tried to make others dislike him or her	19 (24.1%)	15 (19.0%)	3 (3.8%)	1 (1.3%)	0 (0%)
35. I stole money or other things, damaged something, copied from the internet or hacked someone's account	12 (15.2%)	10 (12.7%)	1 (1.3%)	0 (0%)	1 (1.3%)
36. I threatened or forced another student to do things he or she didn't want to do	13 (16.5%)	8 (10.1%)	3 (3.8%)	1 (1.3%)	1 (1.3%)
37. I cyberbullied another student with mean names or comments about his or her race or color	17 (21.5%)	12 (15.2%)	2 (2.5%)	0 (0%)	3 (3.8%)
38. I cyberbullied another student with mean names, comments or gestures with a sexual meaning	17 (21.5%)	12 (15.2%)	4 (5.1%)	0 (0%)	1 (1.3%)
39. I cyberbullied in another way	23 (29.1%)	18 (22.8%)	3 (3.8%)	0 (0%)	2 (2.5%)

An interesting pattern emerged when analyzing the results of the victim and cyberbully sections of the pre and post program OBQ. Both sections resulted in the question on calling someone mean names the highest ranking response. In the cyberbully victim section, sixty-three or 79.7% indicated that they were cyberbullied with mean names, and out of those same students, forty-four or 55.7% indicated that they themselves called other students mean names. This question also had the highest intensive behavior with ten or 12.6% saying they were a victim and five or 6.4% indicating that they acted intensively in this manner towards other students. When asked about occasional occurrences, fifty-three or 67.1% said they were victims and thirty-nine or 49.3% said they cyberbullied another student this way.

The second highest ranking response, which was also the second highest ranking response for the victim section was for the question that dealt with exclusion. This question resulted in fifty-three or 67.1% claiming they were a victim and thirty-two or 40.5% indicating they acted this way towards others. This question had the second highest ranking for the occasional behaviors with twenty-nine or 36.7% responses and had three responses or 3.8% for intensive behaviors.

The third highest was for the general question of being cyberbullied another way, where twenty-three or 51.9% said they were a cyberbully and two claimed they cyberbullied their victim more intensively. This question had twenty-one respondents or 26.6% acting occasionally.

The lowest ranking response was for the question on hacking someone's account where twelve or 15.2% admitted they did this. When asked about the duration, eleven or 14% said they did this occasionally and one said they did this several times a week.

*Respondent as a Cyberbully – Post-Program Raw Scores and Percentages*

The post-program OBQ demonstrated that twenty students or 25.3% still acted as a cyberbullying despite undergoing a cyberbullying intervention program. Out of those students, eighteen or 22.8% said they did so occasionally and two or 2.6% said they cyberbullied intensively. Table 4.5 outlines the responses in detail with their raw scores and percentages.

Table 4.5

*Respondent as a Cyberbully – Post-program Raw Scores and Percentages*

<i>Question</i>	<i>Total</i>	<i>Occasional</i>		<i>Intensive</i>	
	<i>Cyberbullied Someone</i>	<i>1-2 times</i>	<i>2-3 times</i>	<i>Once a week</i>	<i>Several times a week</i>
30. How often have you taken part in cyberbullying another student (s) in the past couple of months?	20 (25.3%)	16 (20.3%)	2 (2.5%)	1 (1.3%)	1 (1.3%)
31. I called another student mean names, made fun of, or teased him or her in a hurtful way	21 (26.6%)	17 (21.5%)	1 (1.3%)	2 (2.5%)	1 (1.3%)
32. I left him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her	14 (17.7%)	10 (12.7%)	1 (1.3%)	1 (1.3%)	2 (2.5%)
34. I spread false rumors about another student and tried to make others dislike him or her	11 (13.9%)	6 (7.6%)	2 (2.5%)	2 (2.5%)	1 (1.3%)
35. I stole money or other things, damaged something, copied from the internet or hacked someone's account	9 (11.4%)	6 (7.6%)	1 (1.3%)	1 (1.3%)	1 (1.3%)
36. I threatened or forced another student to do things he or she didn't want to do	9 (11.4%)	7 (8.9%)	1 (1.3%)	0 (0%)	1 (1.3%)
37. I cyberbullied another student with mean names or comments about his or her race or color	7 (8.9%)	5 (6.3%)	0 (0%)	1 (1.3%)	1 (1.3%)
38. I cyberbullied another student with mean names, comments or gestures with a sexual meaning	5 (6.3%)	4 (5.1%)	0 (0%)	0 (0%)	1 (1.3%)
39. I cyberbullied in another way	12 (15.2%)	10 (12.7%)	0 (0%)	1 (1.3%)	1 (1.3%)

The post-program OBQ for the cyberbully section had the same highest ranking response as the pre-program OBQ and as both pre and post-program OBQ for the cyberbully victim sections as well. The question on calling someone mean names indicated that twenty-one or 26.6% acted this way while eighteen or 22.8% said they did so occasionally and three or 3.8% said they were intensive in their cyberbullying.

The question on exclusion, which was the second highest ranking in both the pre and post-program OBQ indicated that fourteen or 17.7% cyberbullied in this manner. Out of the fourteen that acted this way, eleven or 14% said this was occasional and three said they excluded their victim and cyberbullied them intensively.

The third highest ranking response for both the pre and post-program OBQ was for the general question that allowed students to respond by saying they cyberbullied in another way that was not indicated on the questionnaire. For this question twelve or 15.2% said they acted this way and ten or 12.7% said they did this occasionally and two or 2.6% said they were intensive in their behaviors.

The lowest ranking response in the post-program OBQ was for the question on cyberbullying with mean names with a sexual meaning where on five or 6.3% said they did this. When asked how often, four or 5.1% said they did this occasionally and one or 1.3% said they did this intensively.

#### *Respondent as a Cyberbully – Comparison of Pre and Post-program OBQ*

A comparison of the pre and post-program OBQ data for the cyberbully section revealed that the cyberbullying behaviors did decrease overall after the programs intervention. Prior to the program, thirty-seven or 46.8% said they acted as a cyberbully and post-program twenty or 25.3% said they acted this way giving a deficit of seventeen or 21.5%. When comparing the

frequency however, only the occasional responses decreased. There was no change in the intensive cyberbullying indicating that the program had no effect on the two students that cyberbullied their victims more than once a week. Table 4.6 outlines the comparison of the pre and post-program OBQ results in percentages.

Table 4.6

*Respondent as a Cyberbully - Comparison of Pre and Post-program OBQ in Percentages*

<i>Question</i>	<i>Total</i>	<i>Occasional</i>		<i>Intensive</i>	
	<i>Cyberbullied Someone</i>	<i>1-2 times</i>	<i>2-3 times</i>	<i>Once a week</i>	<i>Several times a week</i>
30. How often have you taken part in cyberbullying another student (s) in the past couple of months?	-21.5%	-16.4%	-5.1%	0.0%	0.0%
31. I called another student mean names, made fun of, or teased him or her in a hurtful way	-29.1%	-21.5%	-5.0%	-2.6%	0.0%
32. I left him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her	-22.8%	-15.1%	-7.6%	0.0%	0.0%
34. I spread false rumors about another student and tried to make others dislike him or her	-10.2%	-11.4%	-1.3%	+1.2%	+1.3%
35. I stole money or other things, damaged something, copied from the internet or hacked someone's account	-1.8%	-5.1%	0.0%	+1.3%	0.0%
36. I threatened or forced another student to do things he or she didn't want to do	-5.1%	-1.2%	-2.5%	-1.3%	0.0%
37. I cyberbullied another student with mean names or comments about his or her race or color	-12.6%	-8.9%	-2.5%	+1.3%	-2.5%
38. I cyberbullied another student with mean names, comments or gestures with a sexual meaning	-15.2%	-10.1%	-5.1%	0.0%	0.0%
39. I cyberbullied in another way	-13.9%	-10.1%	-3.8%	+1.3%	-1.2%



An analysis of the effects of the program on the specific cyberbullying behaviors revealed that the program had the same top two response rate reduction as that for the cyberbully victim section. There was a reduction of twenty-three or 29.1% for the question that dealt with calling another student mean names. The occasional cyberbullies had a reduction of twenty-one or 26.5% in their behaviors. There was a two response change or 2.6% reduction for the students engaging once a week in this behavior but no change for the lone student that partook in this behavior several times a week.

The second greatest reduction was for the question regarding exclusion where eighteen or 22.8% reduced their behavior. Only those students that cyberbullied in this manner occasionally reduced their behavior as there was no change for those that engaged in this behavior more intensively.

The question dealing with cyberbullying someone with mean names with a sexual meaning had the third overall reduction with a reduction of twelve or 15.2% but following suit with the other higher ranking responses, this question also saw no change in intensive behaviors.

The remaining questions all had overall reductions for those acting occasionally, but all of low percentages. Only one of those questions had a decrease in intensive behaviors and that was for the question that dealt with forcing someone to do something they didn't want to do. That question had a decrease of one or 1.3%. All the other questions had an increase in intensive cyberbullying behaviors. The question on spreading rumors had an increase of two or 2.5%. The question on hacking someone's account had an increase of one or 1.3%. This particular question in the cyberbully victim section also saw an increase of one or 1.3% in intensive behaviors. Cyberbullying someone by calling them mean names about their race also had an intensive

increase of one or 1.3%. The general question of cyberbullying someone another way saw an increase as well, and was for the once a week option, which increased by one or 1.3%.

### Interview Results

Interviews were also conducted to help determine the effectiveness of the CyberSmart! Student Curriculum at the participating private school. Interviews were conducted with three students and three faculty members both before and after the programs implementation and comparisons were made to determine if there was a change in reported instances. The same set of questions was used both before and after the implementation in order to compare results to determine any changes. The questions were semi-structured and there was no prompting from the researcher. Interview questions were directly based on the OBQ and the educational objectives of the presented curriculum to help create a consistency in the collected data and to help gain further insight into the program's success. The interviews were conducted independently of the OBQ and no collusion was involved.

#### *Pre-Program Student Interviews*

Interviews that were conducted with select students prior to the programs implementation showed similarity between the experiences of all three students. All were cyberbullied through the SNW Facebook and two of the students had their Facebook account hacked. The OBQ indicated that twenty-eight students or 35.4% claimed they had their internet accounts hacked prior to the programs implementation and 2.5% were cyberbullied this way intensively. All three instances described by the students involved the use of mean names. Similarly, the OBQ had this method as the highest ranking as well, where 79.1% of students claimed they were victims. None of the girls mentioned the nature of the mean names, for example whether or not it was of a

sexual or racial manner. It should be noted that all three students were twelve, and under the legal age of thirteen that is required by Facebook to be an account holder.

*Student #1.* Student #1 was an outgoing and confident young girl and had a lot of friends at the school. She did however seem a little uncomfortable in the interview and remained red-faced throughout the duration. It could not be determined if she was embarrassed about the incident itself or if she was somewhat shy. The first question asked if she had been cyberbullied in the past few months and she indicated that her Facebook account was hacked and her password stolen. She later found out it was stolen by her friend when she was over at her house. Her friend locked her out of her account, pretended to be her and posted inappropriate profile pictures and wrote mean comments and emails to all of her friends. She said she rarely used her account so she had no idea this was going on, but it did occur for a few weeks. According to the OBQ, this duration placed this situation in the intensive category.

When she finally found out, her friends believed it wasn't her writing the mean comments. When asked "how did you respond or feel" she said she didn't even know at first, because she rarely used her account, but when all of her friends told her what was going on, she told them it wasn't her. She knew who was doing it and asked her to stop. She didn't at first, but eventually did. She said she was angry. When asked about intervention and if she told anyone, she said she told her parents, but they didn't do anything, just read what was being said. She said "they had no idea how it worked and didn't know what to do". Overall, Student #1 seemed very matter of fact about the incident so it was difficult to determine if she was genuinely impacted by the event.

*Student #2.* Student #2 was a very small and shy young girl and did not have a lot of friends at the school. Her lack of confidence was evident in the interview as she kept her head

down, did not make eye contact and spoke in a very low and soft voice. Similar to Student #1's story, Student #2 also said she had her Facebook account password stolen and her account hacked. She was locked out of her account and mean messages were sent to all her friends in the attempt to make her look like a cyberbully. Unlike Student #1 however, she said no one believed it wasn't her and all of her friends started to turn against her. She could no longer go on Facebook, but all of the messages were set up to go to her email which she got through her phone, so she could read all the mean things that were being said, but couldn't stop it. She said this went on several times a week for four months making her a victim of intensive cyberbullying.

When asked "how did you respond or feel" she said she didn't know what to do because "she wasn't very good at computers" and couldn't even remember what email she used to create the account and had no idea how to change things. She said she was hurt and "couldn't understand who or why someone would do that". She also said she felt isolated and hurt because her friends wouldn't believe her. When asked if she told anyone, she said she told her mom, but it was mostly over the summer so her mom couldn't contact the school and she didn't know what to do on her own. Overall, she seemed very upset by the incident.

*Student #3.* Student #3 was very confident and outspoken and was also cyberbullied through Facebook. In this instance her account wasn't hacked, but a friend that she got into a fight with kept sending and writing mean comments about her on her page. It went on almost daily for about three weeks until her friend finally stopped making her a victim of intensive cyberbullying. When asked "how did you respond or feel" she said she tried to handle it herself but her friend kept saying mean things. She indicated she was mad. When asked if she told anyone, she said she didn't tell her parents, but they found out anyway because they read her

account, but didn't do anything about it. She didn't seem too upset about the incident despite the intensive frequency.

#### *Post-program Student Interviews*

During the post-program interviews, all three students indicated that they were not involved in any cyberbullying instances in the past few months, or since the implementation of the cyberbullying prevention program. They were all asked an additional question in the post interview and that blatant question was "do you think that the prevention program was effective in preventing cyberbullying behavior?"

Student #1 said the program was Ok, but said she was "unsure if it would make a difference because sometimes we forget and just get caught up". Student #2 said yes and "we learned a lot of stuff that we didn't know before". She also added "we now know what we can do if it happens like print off emails". In the pre-program interview, Student #2 seemed to be the most naïve about cyberbullying and her prevention options and also seemed to be the most affected by the instance. Student #3 said yes as well and thought that it would make a difference although she didn't elaborate on her statement.

#### *Pre-program Faculty Interviews*

Interviews that were conducted with faculty, namely the Counselor, Dean of Students and the Head of School prior to the programs implementation showed similarity between all instances reported. In most cases, all were aware of and privy to the cases that were brought forth as it was normally a team effort to combat the issue. In some of the less severe cases however, not everyone was involved and the problem was addressed by the person most appropriate or by who's attention it was brought to first. Therefore it was difficult to ascertain an exact number of reported instances but the Dean of Students however, was privy to and aware of all instances and

therefore his number could be considered the actual number of reported instances. It was also difficult to determine the cyberbullying frequency and whether or not it was considered occasional or intensive. Also, considering the faculty were responsible for dealing with both the victim and cyberbully in order to fully understand the situation and incur punishment, a distinction between the two were also skewed and numbers could not be determined. The interviews did however provide insight into the severity of the cyberbullying problem at the private school and their justification for concern.

*Counselor.* The School Counselor was female and had a nurturing nature and many of her answers reflected this personality. The first interview question asked how many cyberbullying instances were reported in the past couple of months and the Counselor indicated that there were about eighteen but could not specify an exact amount. She said most instances occurred at home off campus, on a 'multitude of devices' but the school was still very much involved.

When asked about the nature of the cyberbullying (i.e. sexual, rumors, exclusion, or racial) she indicated that she dealt with "just about everything" and talked about specific instances. She talked about a case where a group of girls wanted to exclude a girl from their group, so "they put a red X through her picture on Facebook, printed it, and posted in the hallway at school". Another student took a picture of herself topless and sent it to a boy she liked and the boy passed it around to his friends through his cell phone and email. She added "everyone got in trouble in that case, including the girl as she exhibited poor judgment as well as the boys". Another girl sent a picture of herself in her underwear to an older boy. She was "terrified of what he might do with it" and told her about it.

The next question asked "how did you come to know about it?" and the Counselor answered it was a combination of parents and students that notified the school. She said parents

would sometimes print the emails or pictures and bring it in to school and show her, while other times the victim would come and tell her. She also said the technology department at school stayed "on top of what the students were doing and would bring something to her attention if there was a problem like if a student wrote something about hurting themselves".

When asked "if there were other students involved directly or indirectly" the Counselor said there were usually only one to two cyberbullies, but there were a number of others involved indirectly because of the nature of the technology used like Facebook or email where so many people were connected to one another. When asked how the victim usually felt, she said the students felt all types of emotions including hurt, angry, isolated and distraught. Considering she was the Counselor it would be natural for the students to open up to her about their feelings as opposed to being forthcoming to the Head of School. When asked if the victim generally knew their cyberbully, she said yes. She added that none of the students were cyberbullied by strangers.

When asked what the punishment for the cyberbully was she said it varied depending upon the severity of the reported instance, but indicated that it was a team effort to investigate and solve the problem. She also added that there would often be counseling with the parents and the student if the student was upset, and in some cases outside counseling with a professional was required. Ensuring the student's emotional and psychological well being was part of her job, so taking this sort of approach was expected.

*Dean of Students.* The Dean of Students was in charge of discipline at the school, so it would be expected for him to be privy to all of the reported cyberbullying instances. He had a dominating but well respected personality and had very clear and high expectations of all the

students. He had a no nonsense approach to discipline and took his job very seriously. His job responsibilities and personality was evident in his answers.

When asked about the number of cyberbully instances that were reported in the past couple of months, the Dean of Students said he had about twenty-two instances come across his desk. He indicated that the cyberbullying usually occurred off school campus while at home on Facebook, email, text messaging, and cell phones. He added that they had some instances occur while on campus with the student's new one to one laptop program. He said if the "teachers class management was not up to par" then the student could sneak on their email or Facebook and post mean messages or pictures.

When asked about the nature of the cyberbullying (i.e. sexual, rumors, exclusion, or racial) he said they dealt with all types of cyberbullying instances, and had a lot of exclusion and mean comments but very few racial. This response is consistent with the students OBQ responses where 67.1% reported being cyberbullied through exclusion and 79.7% reported being cyberbullied through the use of mean names. He said their most severe cases involved sexual cyberbullying, where naked pictures were taken and passed around. On the OBQ, 53.2% said they were cyberbullied this way and 11.4% said this occurred intensively.

The next question asked "how did you come to know about it?" and the Dean of Students said "75% of the time it would be from the parents, and 25% from the students and sometimes it came from a bystander". He said all usually wanted to stay anonymous – parents didn't want to cause more trouble for their child, the bystander didn't want to be considered a "tattler" and the victim didn't want things to get worse and be viewed as a "baby or tattler".

When asked "if there were other students involved directly or indirectly", the Dean of Students responded the same as the Counselor in saying that there were usually only one to two



cyberbullies, but a number of others involved indirectly. When asked if the victims usually knew their cyberbully, he said yes but added that they could not always prove who it was. He said the student usually had a very good idea, especially in instances where Facebook accounts were hacked. When asked about the punishment for the cyberbully he said it depended upon the severity of the reported instance, but would include suspension, both in and out of school, detention, or a verbal warning.

*Head of School.* The Head of School took great pride in the anti-bullying program that the school had in place. When asked about how many instances of cyberbullying he encountered, The Head of School said that he dealt with about twenty cases, with three of them being extremely severe. He indicated that the cyberbullying usually occurred off school campus while at home on Facebook, email, text messaging, cell phones, and Xbox live. When asked about the nature of the cyberbullying (i.e. sexual, rumors, exclusion, or racial) he said the instances that he was aware of did not involve racial or exclusion, but did speak of sexually explicit pictures being passed around, which resulted in the most severe case they had.

When asked how he came to know about it, he said the information came from both the parents, victims and bystanders. He said everyone was "very well trained to inform the school and know to print the material for confirmation and evidence". When asked if there were other students involved either directly or indirectly he said there were usually a couple directly involved but the numbers grew when it came to the bystanders keeping his answer consistent with the other respondents. Regarding the question on the feelings of the victim, he said that the victim felt a 'massive amount of emotions' including hurt, anger, and confusion.

When asked if the victim usually knew who their cyberbully was, he answered yes. Regarding the punishment for the cyberbully, he said he tried to make sure the students learned

from their actions and tried to make it a learning experience for the entire school body and not just the student directly involved. He said the students would be required to speak at assemblies or to younger classes about their behavior especially if they were the cyberbully. He said a plan was often laid out with their parents to ensure the student stayed on track and the student served a detention or in or out of school suspension.

#### *Post-program Faculty Interviews*

During the post-program interviews, only the Dean of Students had been privy to reported instances since the implementation of the cyberbullying program. He had two reported instances, down from the twenty-two cases he had reported before the programs implementation. Both cases were occasional in nature.

When asked where it took place, he indicated that both instances occurred off campus at home on Facebook. The nature of the instances involved "stealing intellectual property, which was an email password that resulted in the creation of a Facebook account". The student then used the email account holders name as an alias and tried to request friends and posted mean comments and cyberbullied other students. The other instance occurred through Facebook chat and the mean comments and message postings went on for about a week. The post-program OBQ did report eighteen students being a victim of stolen intellectual property or having their internet account stolen and nine students claimed to be a cyberbully in this manner. The post-program OBQ also reported thirty-one students falling victims to being called mean names and twenty-one claiming to still be acting as a cyberbully in this manner.

When asked how he came to know about the instances, he said "both students came to me and both were very upset and the mother of the boy called as well, twice actually". In both cases there were no other students involved directly. When asked how the cyberbully victim felt, he

said both students were “upset and hurt” and the boy was “fired up and wanted to play detective and try and figure out who it was that hacked his account”.

When asked if they knew who their cyberbully was, he said the boy “had an idea, but couldn’t prove it” and the girl knew because it was one of her friends. In both instances there were no punishments for the cyberbully because “we couldn’t prove who hacked the account” and the girl that was doing the cyberbullying was “not one of our students”.

#### Summary

Chapter 4 reported on the results of the pre and post-program OBQ and interviews and their comparison, and provided a detailed description of their findings. Chapter 5 will present a general discussion on the conclusions of the study, report on the limitations, implications and make recommendations for the school and educators, and present suggestions for additional research.

## Chapter 5: General Discussion and Future Directions

Chapter 5 will discuss the results of this program effect case study. First the conclusions will be presented and then the limitations, followed by the implications and its relation to the literature review. Finally, the recommendations for future research and for the participating school will be presented.

### Conclusions of the Study

The first conclusion of the study is that some program effects were found. The purpose of a program effects case study is to learn about a complex issue based on a comprehensive understanding of that issue, obtained by an extensive description and analysis taken as a whole and in its context. Program effects case studies are unlike random sample surveys in that they are not representative of entire populations (Grosshans & Chelimsky, 1990). This program effects case study is only relevant to the participating private school and keeping in accordance to the case study guidelines, this study cannot be generalized to a larger population.

The purpose of this study was to determine if the CyberSmart! Student Curriculum was effective in decreasing reported cyberbullying behaviors among the grade six students at the participating private school. It was not interested in conducting an experimental design or repeated measures, nor was it interested in a profile analysis to study the cyberbullies themselves. The point of this study and its only point was to determine if the CyberSmart! Student Curriculum was effective in decreasing cyberbullying instances among its students.

### *OBQ Conclusions*

An analysis of the pre and post-program OBQ indicated that the program did in fact decrease reported overall cyberbullying behaviors from both the respondent as a cyberbully victim and as a cyberbully point of view. Cyberbully victim responses decreased overall by

32.9% and twenty-four or 30.4% were no longer victims to occasional cyberbullying behaviors. There was however no change amongst the intensive once a week cyberbullies and there was only a 2.5% decrease for those that were victims several times a week. The specific methods of cyberbullying all reported decreases in occasional instances as well, and for this type of cyberbullying the intervention program was effective. The program however did not seem to have much of an impact on the intensive behaviors, as only slight decreases were reported, and for some cyberbullying methods an increase was reported and in other instances there was no change at all.

The program had a positive effect on the students acting as a cyberbully as overall the reported behaviors decreased. The occasional cyberbullies reduced their behaviors by 21.5%. Similar to the victim section however, there was no change in reported behaviors from an intensive perspective. When the students were asked about specific methods of cyberbullying their victim and how often they partook in this behavior, all occasional cyberbullies reported reducing their behaviors, but the intensive cyberbullies did not decrease their actions. In fact, half of the questions reported an increase in behaviors and over half had no change at all.

The second conclusion of this study is that the CyberSmart! Student Curriculum did meet its educational objectives. This is evident due to the decrease in overall reported cyberbullying instances among the students as demonstrated through the OBO and student and faculty interviews. The educational objectives as outlined by CyberSmart! (2010) are as follows:

1. Given different scenarios and case studies, grade six students will be able to distinguish positive and negative ideas written by writing on paper their ideas and answers and submitting to the teacher within fifty minutes

2. Students will be able to properly copy work from the internet and will understand the many forms of copying are illegal or unethical
3. Students will be able to learn that computers and electronic files are property and explore the reasons for, consequences, and ethics of teen hacking
4. Students will be able to utilize good manners in cyberspace, including how to write properly using E-mail, instant messages, chat, and message boards
5. Students will be able to understand how to maintain a friendly relationship and avoid being or being a victim of cyberbullying
6. Students will be able to understand the roles and responsibilities of bystanders and develop a plan for peer mentoring to prevent cyberbullying situations
7. Students will be able to understand that when cyberbullying includes threats to safety, they must involve trusted adults. They will be able to develop a plan to enable students to report cyberbullying to school authorities anonymously
8. Students will be able to respond to cyberbullying scenarios

Each of the above objectives was directly associated with a specific lesson topic and lesson plan. The topics were cybercitizenship, ethics and property, netiquette and cyberbullying. Even though this study was only interested in cyberbullying, it was important however for the students to learn about all aspects of being a good online citizen to fully understand cyberbullying and its ethical and legal repercussions.

Objective one, which fell under the topic cybercitizenship, taught students the power and responsibility that came with using the internet and being part of a global community. It demonstrated the consequences of their actions and the importance of being a good online citizen. Objectives two and three taught the students about intellectual property and the legal

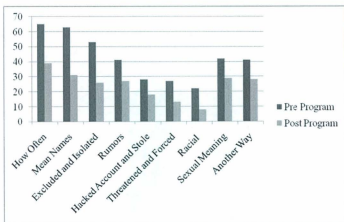
ramifications of stealing or hacking someone's online account. The OBQ results indicated that 35.4% of the students had their intellectual property copied or hacked prior to the program and the post-program OBQ demonstrated that this activity decreased overall by 12.6%. The pre-program OBQ indicated that 15.2% of the students acted as a cyberbully in this manner but this number decreased overall by 1.8% in the post-program results.

Many of the cyberbullying methods outlined in the OBQ were addressed in objective four under the netiquette topic and all demonstrated a decrease. The highest ranking response for both the victim and cyberbully sections was for the question that dealt with calling someone mean names. This question saw the greatest decrease in reported instances in both the respondent as a cyberbully victim and as a cyberbully sections. The pre-program OBQ results indicated that 79.7% had this happen and after the programs implementation this number dropped to 39.2%, giving a reduction of 40.5%. With regard to the student acting as a cyberbully in this manner, 55.7% said they acted this way, and after the program this number decreased to 26.6%, reducing the actions by 29.1%.

The remaining objectives dealt with cyberbullying itself and how to avoid being a cyberbully victim and a cyberbully. The initial OBQ indicated that overall 82.3% of the students were cyberbullied in the previous months prior to the prevention course. In the post-program OBQ, the numbers indicated that 49.4% were cyberbullied giving an overall decrease of 32.9% of reported instances. All other specific methods of cyberbullying that were studied also demonstrated an overall decrease in reported behaviors.

With regards to the student acting as a cyberbully, the OBQ results indicated that there was an overall decrease in this area as well. The pre-program OBQ signified that 46.8% of the students acted as a cyberbully in comparison to 25.3% in the post-program OBQ signifying a

decrease of 21.5%. Figure 5.1 and Figure 5.2 gives a bar graph view of the comparison of the raw data.



*Figure 5.1.* Respondent as a Cyberbully Victim – Comparison of Pre and Post-Program OQB Raw Data Results. Results indicate there was an overall decrease in all areas from the pre-program to the post-program OQB.



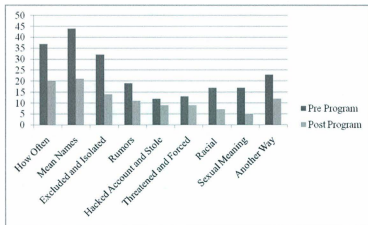


Figure 5.2. Respondent as a Cyberbully – Comparison of Pre and Post-program OQB Raw Score Results. Results indicate there was an overall decrease in all areas from the pre-program to the post-program OBQ.

### *Interview Conclusions*

A comparison of the student interviews that were conducted both before and after the programs implementation indicated a decrease in reported instances, which also indicated that the educational objectives were met. The semi-structured interview questions were based on the OBQ and were also correlated with the outlined educational objectives. The questions were a) have you been cyberbullied in the past month or did you bully someone else in the past month; b) tell me about it; c) how did you feel or respond; d) did you tell an adult; and e) do you think that the prevention program was effective in preventing cyberbullying behavior. The last question

was only asked during the post interview. This question was asked to gain direct insight into whether or not the students thought the program was effective.

Prior to the program all students indicated that they were cyberbullied through the SNW Facebook. When asked about the experience all three students indicated that they were a victim and not a cyberbully and two of the three students had their Facebook account hacked. In both instances, the students were cyberbullied by the hacker who posted mean comments and messages on their page and both were cyberbullied for an intensive frequency. The third interviewed student indicated that her cyberbully posted mean messages and comments on her Facebook page as well, and she was cyberbullied this was intensively. In all three instances the cyberbullying eventually stopped without adult intervention. The post-program interviews indicated that there was a 100% decrease in cyberbullying behaviors as none of the students had any instances to report. In the post-program interviews, the students were asked directly if they thought the program was effective and two of the students thought that it was effective and one student said she wasn't sure.

The faculty interviews also reported a decrease of reported cyberbullying instances. The faculty semi-structured interview questions were also based on the OBQ and the programs educational objectives. The questions were: a) how many reported instances of cyberbullying behaviors have occurred in the past month and where and how did it take place; b) what was the nature of the bullying (ie. sexual, rumors, exclusion, or racial); c) how did you come to know about it; d) were there other students involved either directly or indirectly; e) how did the student react; f) did the victim know who their bully was; and g) what was the punishment.

The Counselor, the Dean of Students and the Head of School all reported cyberbullying instances prior to the CyberSmart! Student Curriculum. The Counselor recalled dealing with

eighteen instances, the Dean of Students reported twenty-two and the Head of School reported twenty instances. The discrepancy was due to the fact that not all instances required all three faculty members to be involved, especially in the less severe cases. The Dean of Students however was privy to and aware of all instances and therefore his number could be considered the actual number of reported instances. The frequency of the cyberbullying and whether or not it was intensive or occasional could not be determined from the interviews, nor could a distinction be made between the cyberbullies and cyberbully victims. The post-program interviews resulted in only the Dean of Students reporting two cyberbullying instances indicating that the CyberSmart Student Curriculum was effective in decreasing reported cyberbullying instances.

#### Limitations of the Study

There were a number of limitations recognized in this single case study. The first limitation was that this study was a program effects case study and the study occurred in one school in Florida. Therefore the results cannot be generalized to a larger population and are only specific to the private school in which the study was conducted.

The second limitation was that the reported instances were based on a very short time period. Both the students and faculty were basing all instances on the short time frame of a couple of months. A couple of months is not a long time for new behaviors such as those presented in the CyberSmart! Student Curriculum to develop and materialize. As well, other circumstances and variables such as those listed here could have played a significant role in this short time period.

The third limitation was the overlapping of recalled instances and the programs implementation. In the post-program data collection, students and faculty were asked to recall instances that occurred in the prior months, which was during the programs instruction. With

cyberbullying intervention and prevention tools so fresh in the students minds, the students could have been more apt to not engage in behaviors that they normally would otherwise participate in, thus decreasing the numbers.

The fourth limitation of the study was the uncontrollable factor of parental involvement. Parents could have been closely monitoring their child's online behavior and stepping in and preventing any cyberbullying activities before they happened. Another uncontrollable factor could have been a limited or a decrease in access to technology while at home or at school during the period of the study.

The fifth limitation of the study was the small population in which the sample was taken and the fact that it was only one set of numbers. The participating school was a small private school and the sample was taken from the grade six class which only had seventy-nine students, most of which knew each other.

The sixth limitation was the inconsistency of the data ascertained from the faculty interviews. Not all faculty members were privy to all of the reported cyberbullying instances brought forth by the students; therefore it was difficult to determine an exact number. A large portion of the OBQ and student interview discussion was based on frequency and whether or not the cyberbullying was considered occasional or intensive and it was difficult to determine this data from the interviews as well. Also, considering the faculty was responsible for dealing with both the victims and cyberbullies a distinction between these two data sets were skewed.

#### Implications of the Study

The first implication of this program effects case study is that the study revealed the severity of the cyberbullying problem among the grade six class at the participating school. The pre-program OBQ indicated that 82.3% of the students were a victim of cyberbullying in the

months prior to the program and 11.4% were cyberbullied intensively. It also revealed that 46.8% were acting as a cyberbully, and 2.6% were intensive. The student interviews revealed 100% of the students were cyberbullied and the faculty interviews reported twenty-two instances. These numbers confirmed the schools concern and justification for the implementation of the cyberbullying intervention program.

The second implication of the study is that the CyberSmart! Student Curriculum was successful in decreasing overall reported cyberbullying instances among its grade six class. The unit of analysis used for this study was the students and faculty at the participating school and the data was gathered through the use of the OBQ and interviews. A comparison of the pre and post-program OBQ and the pre and post-program student and faculty interviews demonstrated an overall decrease in reported instances. The OBQ also demonstrated an overall decrease in specific cyberbullying methods from both the victim and cyberbully point of view. This data indicated that the educational objectives set forth by the CyberSmart! Student Curriculum was met.

The third implication of the study is that the participating school benefited greatly by knowing the chosen program was successful in decreasing overall reported cyberbullying instances among its students. Although the OBQ results demonstrated that the program did not have such a pronounced effect on intensive cyberbullying, the program had an overall positive effect nonetheless. The school can now continue its implementation with confidence. The study also proved valuable for the students, as they were educated and made aware of cyberbullying, what it is and how to prevent it.

This fourth implication is that this study is a great benefit to the present body of research on cyberbullying and cyberbullying prevention programs. Even though this study was a program

effects case study and cannot be generalized to a larger population, it still proved valuable. It demonstrated that the CyberSmart! Student Curriculum was successful in the participating private school in decreasing overall cyberbullying behaviors, and therefore prompts research on a larger and more general population. It also called attention to the differences between occasional and intensive cyberbullying and prompts further research in their differences and required prevention programs to diminish these intensive behaviors. This study also raised awareness for the need for more education on cyberbullying within schools and cyberbullying prevention program implementation, along with more comprehensive research on the topic of cyberbullying itself.

#### Recommendations

Recommendation one is for a policy that would increase cyberbullying awareness among students, parents, educators, school administrators and all members of the community. School administrators need to organize and host assemblies where education and awareness can be raised through the use of expert speakers. Law enforcement should also have an active role and speak at the assemblies to educate students about the legal implications as well. Assemblies like this should occur a couple times a year in order to reinforce and fortify the information.

Recommendation two is for all schools to exercise diligence in writing and enforcing acceptable use policies, where they can outline the rules and expected behaviors of their students. The acceptable use policies should be in the form of a contract where students and their parents have to sign it, making the students accountable for their actions.

Recommendation three is for schools to implement the CyberSmart! Student Curriculum in order to help educate students and help prevent cyberbullying. The CyberSmart! Student Curriculum is an excellent choice for many reasons. First, it is a free program and does not

require instructor training. It has online workshops available for educators and a free educator toolbar with Web 2.0 tools and library resources. The stand alone lesson plans and activity sheet are available on their website for downloading or printing, which makes it an excellent choice for busy educators. Cyberbullying prevention programs should start at the age when students are exposed to technology, which in many schools is around grade two or three. The program should continue until at least high school when studies show that cyberbullying behaviors begin to decrease and become less prevalent.

Recommendation four pertains to a zero tolerance policy. It is recommended that schools adopt a zero tolerance policy with regards to cyberbullying. Schools also need to make students aware of such policies and reinforce these expectations frequently through the use of assemblies, announcements, and posters on school walls. If schools are unyielding and do not accept cyberbullying, then students will be less likely to engage in the behaviors.

Recommendation five is for further research to be conducted beyond a program effects case study. The CyberSmart! Student Curriculum should be studied further on a larger population to see if results are consistent. This study showed a positive effect on occasional cyberbullying, but the effects on intensive cyberbullying was not as pronounced. Therefore further research is also recommended on the varying frequencies of cyberbullying, specifically on occasional and intensive behaviors, their differences and how to effectively address their disparities.

### Summary

Chapter 5 presented the conclusions of the study, followed by the study's limitations, the practical implications and recommendations. The CyberSmart! Student Curriculum proved to be

an effective program in decreasing overall reported cyberbullying instances among the students. This overall decrease ensured that the educational objectives of the program were met.

The results of this study revealed two very important factors. First, it revealed the severity of the cyberbullying problem at the participating school and justified the schools concerns and need to implement a cyberbullying intervention program like the CyberSmart! Student Curriculum. The pre-program OBQ indicated that 82.3% of the students were cyberbullied in the previous months prior to the prevention course. The post-program OBQ indicated 49.4% reported instances, giving an overall decrease of 32.9%. A decrease was also noted with the student acting as a cyberbully, where the pre-program OBQ showed a report of 46.8% of cyberbullying behaviors compared to 25.3% in the post-program OBQ results. All methods of cyberbullying instances from both the victim and cyberbully point of view also verified an overall decrease as well. The student interviews noted a 100% decrease in reported instances and the faculty interviews noted a decrease from twenty-two reported instances to two.

Second, an analysis of the OBQ results revealed that even though the program was effective in decreasing occasional cyberbullying behaviors, it revealed that the program did not have such a positive effect on intensive cyberbullying. There was only a 2.5% decrease in the victim section and there was no change for the cyberbully section. Many of the specific methods of cyberbullying either saw a slight decrease, an increase or no change at all. This revelation indicates that further research on cyberbullying and intervention programs is vital. There seemed to be a difference in the varying degrees of behavior between intensive and occasional cyberbullying, and these behaviors need to be analyzed more closely through more comprehensive research to determine how they are different and how to effectively combat them both.



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Appendix A  
Olweus Bullying Questionnaire (OBQ)

**4. How often have you been bullied in the past couple of months?\***

- ☐ I have not been bullied in the past couple of months
- ☐ It has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ About once a week
- ☐ Several times a week

**5. I was called mean names, was made fun of, or teased in a hurtful way**

- ☐ I was called mean names, was made fun of, or teased in a hurtful way it hasn't happened to me in the past couple of months
- ☐ only once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**6. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me**

- ☐ it hasn't happened to me in the past couple of months
- ☐ only once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**8. Other students told lies or spread false rumors about me and tried to make others dislike me**

- ☐ it hasn't happened to me in the past couple of months
- ☐ only once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**9. I had money or other things stolen, something I posted on the internet copied or my account hacked**



- ☐ it hasn't happened to me in the past couple of months
- ☐ only once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**10. I was threatened or forced to do things I didn't want to do**

- ☐ it hasn't happened to me in the past couple of months
- ☐ only once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**11. I was bullied with mean names or comments about my race or color**

- ☐ it hasn't happened to me in the past couple of months
- ☐ only once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**12. I was bullied with mean names, comments, or gestures with a sexual meaning**

- ☐ it hasn't happened to me in the past couple of months
- ☐ only once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**13. I was bullied in another way**

- ☐ it hasn't happened to me in the past couple of months
- ☐ only once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**30. How often have you taken part in bullying another student(s) the past couple of months?**

- ☐ I haven't bullied another student(s) in the past couple of months
- ☐ it has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**31. I called another student(s) mean names, made fun of or teased him or her in a hurtful way**

- ☐ it hasn't happened in the past couple of months
- ☐ it has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**32. I kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her**

- ☐ it hasn't happened in the past couple of months
- ☐ it has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**34. I spread false rumors about another student and tried to make others dislike him or her**

- ☐ it hasn't happened in the past couple of months
- ☐ it has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**35. I took money or other things, damaged something, copied from the internet or hacked someone's account**

- ☐ it hasn't happened in the past couple of months
- ☐ it has only happened once or twice

- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**36. I threatened or forced another student to do things he or she didn't want to do**

- ☐ it hasn't happened in the past couple of months
- ☐ it has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**37. I bullied another student with mean names or comments about his or her race or color**

- ☐ it hasn't happened in the past couple of months
- ☐ it has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**38. I bullied another student with mean names, comments or gestures with a sexual meaning**

- ☐ it hasn't happened in the past couple of months
- ☐ it has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

**39. I bullied him or her another way**

- ☐ it hasn't happened in the past couple of months
- ☐ it has only happened once or twice
- ☐ 2 or 3 times a month
- ☐ about once a week
- ☐ several times a week

Appendix B  
Interview Questions

**Semi-Structured Interview Questions for Students**

Have you been bullied in the past month or did you bully someone else in the past month?

---

Tell me about your cyberbullying experience

---

How did you respond or feel?

---

Did you tell an adult?

---

After the programs implementation add the following question:

Do you think that the prevention program was effective in preventing cyberbullying behavior?

---

### **Interview Questions for Participating Faculty**

How many reported instances of cyberbullying behaviors have occurred in the past month?

---

Where/how did it take place?

---

What was the nature of the bullying (ie. Sexual, race, rumors, exclusion, etc)

---

How did you come to know about it?

---

Were there other students involved either directly or indirectly?

---

How did the student react?

---

Did the victim know who their bully was?

---

Were other students involved directly or indirectly?

---

What was the punishment?

---

Appendix C  
Letter to Head of School

Dear (Head of School),

The internet is becoming very popular with our students, especially with the integration of technology as an academic tool. As educators it is our responsibility to teach our students how to use these tools both ethically and responsibly. It is also our job to better our education procedures by reevaluating our methods. This is normally done through the use of test scores, but with a cyberbullying curriculum such measures are difficult to obtain.

As you are aware, I am presently doing my masters degree in Masters of Education – Information Technology through Memorial University and would like to conduct research on cyberbullying for my thesis using our students as participants. Through our sixth grade cyberbullying curriculum we are to help educate our students on cyberbullying issues and teach them how to be good online citizens. I would like to determine the effectiveness of this program through the administration of the well documented Olweus Bullying Questionnaire. I would like to give the questionnaire both before and after the program implementation and analyze the results. The questionnaire will be completed online and can be conducted in computer class and will not take any more than twenty minutes to complete. All responses will be confidential and personal information is not required. Permission from parents and students will be given in order for them to participate in the study. I would also like to conduct interviews with three faculty members and three students both before and after the program to help determine if there was a change in reported instances.

If you believe this research is a valid and worthy study, please sign this letter stating your permission. If you have any questions, please feel free to contact me at 626-3747 x3082. I thank you in advance for your cooperation.

Sincerely,

Susan Doyle  
Memorial University  
Masters Degree Candidate

---

I grant you permission to conduct this study.

---

Signature

Date

Appendix D  
Parent Consent Form for Questionnaire

Title of Research: "A Program Effects Case Study of the CyberSmart! Student Curriculum Cyberbullying Prevention Program in a Private School in Florida".

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research (such as the way you have been treated or your rights as a participant), you may contact the Chairperson of the ICEHR at [icehr@mun.ca](mailto:icehr@mun.ca) or by telephone at (709) 737-2861.

Researcher: Susan Doyle  
Faculty of Education  
Memorial University, St John's, Newfoundland, Canada A1B 3X8  
(561) 626-3747

Supervisor: Dr. Bruce Mann, Ph.D., LL.M.  
Professor, Memorial University  
Faculty of Education  
St John's, Newfoundland, Canada A1B 3X8  
(709) 737-3416

Dear Parents,

You are invited to take part in a research project entitled "A Program Effects Case Study of the CyberSmart! Student Curriculum Cyberbullying Prevention Program in a Private School in Florida". This form is part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any other information given to you by the researcher. It is entirely up to you to decide whether to take part in this research. If you choose not to take part in the research or if you decide to withdraw from the research once it has started, there will be no negative consequences for you, now or in the future.

**Introduction and Purpose of the Study:**

I am presently doing my Masters Degree in Masters of Education – Information Technology through Memorial University and am conducting research on cyber bullying for my thesis. Cyberbullying involves the use of information and any type of communication technology device to support deliberate, repeated, and hostile behavior by a group or an individual intended to harm others. Our school will be implementing a cyberbullying prevention program called the CyberSmart! Student Curriculum and I will be trying to determine whether or not the program is effective in decreasing cyberbullying behaviors among our students. This research will help lead the way for further implementation and improvements of the program if necessary.

**Participation and Time:**

I would like to give your child the Olweus Bullying Questionnaire that they can fill out online in order to facilitate my research. Your child will fill out the questionnaire both before and after the implementation of the CyberSmart! Student Curriculum. The questionnaire will take approximately 10 minutes and will be conducted during class time.

**Anonymity, Confidentiality and Recording/Storage of Data:**

There are no possible risks to your child in this study. All responses will be anonymous as students are not required to give their name or any personal information, nor will their IP addresses be recorded. All of their answers will be kept confidential and the only person privy to the information is me, the researcher as copies of questionnaires will be kept on a password protected computer. The online computer program that will be used to record responses is also password protected. All responses will be discarded once the analysis is conducted.

**Questions:**

You are welcome to ask questions at any time during participation in this research. If you would like more information about this study, please contact me at 561.626.3747 or via email at susandoyle12@yahoo.ca, or you may contact my thesis supervisor Dr. Bruce Mann at (709) 737-3416.

**Consent:**

Your signature on this form means that:

You have read the information about the research  
You have been able to ask questions about this study  
You are satisfied with the answers to all of your questions  
You understand what the study is about and what will be done  
You understand that you and your child are free to withdraw from the study at any time, without having to give a reason, and that doing so will not affect you or your child now or in the future.

If you sign this form, you do not give up your legal rights, and do not release the researcher from their professional responsibilities. I have provided two copies, one to be signed and returned, and the other to keep for your records.

**Your Signature:**

I have read and understood the description provided; I have had an opportunity to ask questions and my questions have been answered. I consent for my child to participate in the research project, understanding that I may withdraw my consent at any time. A copy of this consent form has been given to me for my records.

---

Child's Name

Signature of Parent

Date

**Researcher's Signature:**

I have explained this study to the best of my ability. I invited questions and gave answers. I believe that the participant fully understands what is involved in being in the study, any potential risks of the study and that he or she has freely chosen to be in the study.

---

Signature of Researcher

Date

Telephone \_\_\_\_\_ Email \_\_\_\_\_



Appendix E  
Parent Consent Form for Questionnaire and Interview

Title of Research: "A Program Effects Case Study of the CyberSmart! Student Curriculum Cyberbullying Prevention Program in a Private School in Florida".

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research (such as the way you have been treated or your rights as a participant), you may contact the Chairperson of the ICEHR at [icehr@mun.ca](mailto:icehr@mun.ca) or by telephone at (709) 737-2861.

Researcher: Susan Doyle  
Faculty of Education  
Memorial University, St John's, Newfoundland, Canada A1B 3X8  
(561) 626-3747

Supervisor: Dr. Bruce Mann, Ph.D., LL.M.  
Professor, Memorial University  
Faculty of Education  
St John's, Newfoundland, Canada A1B 3X8  
(709) 737-3416

Dear Parents,

You are invited to take part in a research project entitled "A Program Effects Case Study of the CyberSmart! Student Curriculum Cyberbullying Prevention Program in a Private School in Florida". This form is part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any other information given to you by the researcher. It is entirely up to you to decide whether to take part in this research. If you choose not to take part in the research or if you decide to withdraw from the research once it has started, there will be no negative consequences for you, now or in the future.

**Introduction and Purpose of the Study:**

I am presently doing my Masters Degree in Masters of Education – Information Technology through Memorial University and am conducting research on cyber bullying for my thesis Cyberbullying involves the use of information and any type of communication technology device to support deliberate, repeated, and hostile behavior by a group or an individual intended to harm others. Our school will be implementing a cyberbullying prevention program called the CyberSmart! Student Curriculum and I will be trying to determine whether or not the program is effective in decreasing cyberbullying behaviors among our students. This research will help lead the way for further implementation and improvements of the program if necessary.

**Participation and Time:**

I would like to give your child the Olweus Bullying Questionnaire that they can fill out online in order to facilitate my research. Your child will fill out the questionnaire both before and after the implementation of the CyberSmart! Student Curriculum. The questionnaire will take approximately 10 minutes and will be conducted during class time. I would also like to conduct an interview with your child both before and after the programs implementation which will take approximately 20 minutes and will be conducted in

private during the school day. The questions will be on any cyberbullying instances that may have occurred involving your child.

#### **Anonymity, Confidentiality and Recording/Storage of Data:**

There are no possible risks to your child in this study. All questionnaire responses will be anonymous as students are not required to give their name or any personal information, nor will their IP addresses be recorded. All of their answers will be kept confidential and I will be the only person privy to the information as copies of questionnaires will be kept on a password protected computer. The online computer program that will be used to record responses is also password protected. All responses will be discarded once the analysis is conducted. During the interviews the same care and diligence will be taken to ensure your child's privacy. I will be the only person present during the interview that will take place in my office on school campus during the school day. The interview will be transcribed by hand and all notes will remain in a locked room. The notes will be discarded once they have been transferred to a password protected computer. If an issue does become apparent during the interview process, or if your child indicates that there was harm done, or will be done to themselves or another student, ethical protocol will be followed.

#### **Questions:**

You are welcome to ask questions at any time during participation in this research. If you would like more information about this study, please contact me at 561.626.3747 or via email at susandoyle12@yahoo.ca, or you may contact my thesis supervisor Dr. Bruce Mann at (709) 737-3416.

#### **Consent:**

Your signature on this form means that:

- You have read the information about the research
- You have been able to ask questions about this study
- You are satisfied with the answers to all of your questions
- You understand what the study is about and what will be done
- You understand that you and your child are free to withdraw from the study at any time, without having to give a reason, and that doing so will not affect you or your child now or in the future.

If you sign this form, you do not give up your legal rights, and do not release the researcher from their professional responsibilities. I have provided two copies, one to be signed and returned, and the other to keep for your records.

#### **Your Signature:**

I have read and understood the description provided; I have had an opportunity to ask questions and my questions have been answered. I consent for my child to participate in the research project, understanding that I may withdraw my consent at any time. A copy of this consent form has been given to me for my records.

---

Child's Name

Signature of Parent

Date

**Researcher's Signature:**

I have explained this study to the best of my ability. I invited questions and gave answers. I believe that the participant fully understands what is involved in being in the study, any potential risks of the study and that he or she has freely chosen to be in the study.

\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Date

Telephone \_\_\_\_\_ Email \_\_\_\_\_

Appendix F  
Child Consent Form for Questionnaire

Title of Research: "A Program Effects Case Study of the CyberSmart! Student Curriculum Cyberbullying Prevention Program in a Private School in Florida".

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research (such as the way you have been treated or your rights as a participant), you may contact the Chairperson of the ICEHR at [icehr@mun.ca](mailto:icehr@mun.ca) or by telephone at (709) 737-2861.

Researcher: Susan Doyle  
Faculty of Education  
Memorial University, St John's, Newfoundland, Canada A1B 3X8  
(561) 626-3747

Supervisor: Dr. Bruce Mann, Ph.D., LL.M.  
Professor, Memorial University  
Faculty of Education  
St John's, Newfoundland, Canada A1B 3X8  
(709) 737-3416

Dear Students,

You are invited to take part in a research project entitled "A Program Effects Case Study of the CyberSmart! Student Curriculum Cyberbullying Prevention Program in a Private School in Florida". This form is part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any other information given to you by the researcher. It is entirely up to you to decide whether to take part in this research. If you choose not to take part in the research or if you decide to withdraw from the research once it has started, there will be no negative consequences for you, now or in the future.

**Introduction and Purpose of the Study:**

I am presently doing my Masters Degree in Masters of Education – Information Technology through Memorial University and am conducting research on cyber bullying for my thesis. Cyberbullying involves the use of information and any type of communication technology device to support deliberate, repeated, and hostile behavior by a group or an individual intended to harm others. Our school will be implementing a cyberbullying prevention program called the CyberSmart! Student Curriculum and I will be trying to determine whether or not the program is effective in decreasing cyberbullying behaviors among our students. This research will help lead the way for further implementation and improvements of the program if necessary.

**Participation and Time:**

I would like to give you the Olweus Bullying Questionnaire that you can fill out online in order to facilitate my research. You will fill out the questionnaire both before and after the implementation of the CyberSmart! Student Curriculum. The questionnaire will take approximately 10 minutes and will be conducted during class time.

### **Anonymity, Confidentiality and Recording/Storage of Data:**

There are no possible risks to you in this study. All responses will be anonymous as you are not required to give your name or any personal information, nor will your IP address be recorded. All of your answers will be kept confidential and the only person privy to the information is me, the researcher as copies of questionnaires will be kept on a password protected computer. The online computer program that will be used to record responses is also password protected. All responses will be discarded once the analysis is conducted.

### **Questions:**

You are welcome to ask questions at any time during participation in this research. If you would like more information about this study, please contact me at 561.626.3747 or via email at susandoyle12@yahoo.ca, or you may contact my thesis supervisor Dr. Bruce Mann at (709) 737-3416.

### **Consent:**

Your signature on this form means that:

- You have read the information about the research
- You have been able to ask questions about this study
- You are satisfied with the answers to all of your questions
- You understand what the study is about and what will be done
- You understand that you are free to withdraw from the study at any time, without having to give a reason, and that doing so will not affect you now or in the future.

If you sign this form, you do not give up your legal rights, and do not release the researcher from their professional responsibilities. I have provided two copies, one to be signed and returned, and the other to keep for your records.

### **Your Signature:**

I have read and understood the description provided; I have had an opportunity to ask questions and my questions have been answered. I consent to participate in the research project, understanding that I may withdraw my consent at any time. A copy of this consent form has been given to me for my records.

---

Name

Signature

Date

### **Researcher's Signature:**

I have explained this study to the best of my ability. I invited questions and gave answers. I believe that the participant fully understands what is involved in being in the study, any potential risks of the study and that he or she has freely chosen to be in the study.

---

Signature of Researcher

Date

Telephone

Email

Appendix G  
Child Consent Form for Questionnaire and Interview

Title of Research: "A Program Effects Case Study of the CyberSmart! Student Curriculum Cyberbullying Prevention Program in a Private School in Florida".

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research (such as the way you have been treated or your rights as a participant), you may contact the Chairperson of the ICEHR at [icehr@mun.ca](mailto:icehr@mun.ca) or by telephone at (709) 737-2861.

Researcher: Susan Doyle  
Faculty of Education  
Memorial University, St John's, Newfoundland, Canada A1B 3X8  
(561) 626-3747

Supervisor: Dr. Bruce Mann, Ph.D., LL.M.  
Professor, Memorial University  
St John's, Newfoundland, Canada A1B 3X8  
(709) 737-3416

Dear Students,

You are invited to take part in a research project entitled "A Program Effects Case Study of the CyberSmart! Student Curriculum Cyberbullying Prevention Program in a Private School in Florida". This form is part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any other information given to you by the researcher. It is entirely up to you to decide whether to take part in this research. If you choose not to take part in the research or if you decide to withdraw from the research once it has started, there will be no negative consequences for you, now or in the future.

**Introduction and Purpose of the Study:**

I am presently doing my Masters Degree in Masters of Education – Information Technology through Memorial University and am conducting research on cyber bullying for my thesis. Cyberbullying involves the use of information and any type of communication technology device to support deliberate, repeated, and hostile behavior by a group or an individual intended to harm others. Our school will be implementing a cyberbullying prevention program called the CyberSmart! Student Curriculum and I will be trying to determine whether or not the program is effective in decreasing cyberbullying behaviors among our students. This research will help lead the way for further implementation and improvements of the program if necessary.

**Participation and Time:**

I would like to give you the Olweus Bullying Questionnaire that you can fill out online in order to facilitate my research. You will fill out the questionnaire both before and after the implementation of the CyberSmart! Student Curriculum. The questionnaire will take approximately 10 minutes and will be conducted during class time. I would also like to conduct an interview with you both before and after the programs implementation which will take approximately 20 minutes and will be conducted in private during the school day. The interview questions will be on any cyberbullying instances that you may have been involved with.

### **Anonymity, Confidentiality and Recording/Storage of Data:**

There are no possible risks to you in this study. All responses will be anonymous as you are not required to give your name or any personal information, nor will your IP address be recorded. All of your answers will be kept confidential and the only person privy to the information is me, the researcher as copies of questionnaires will be kept on a password protected computer. The online computer program that will be used to record responses is also password protected. All responses will be discarded once the analysis is conducted. During the interviews the same care and diligence will be taken to ensure your privacy. I will be the only person present during the interview that will take place in my office on school campus during the school day. The interview will be transcribed by hand and all notes will remain in a locked room. The notes will be discarded once they have been transferred to a password protected computer.

### **Questions:**

You are welcome to ask questions at any time during participation in this research. If you would like more information about this study, please contact me at 561.626.3747 or via email at susandoyle12@yahoo.ca, or you may contact my thesis supervisor Dr. Bruce Mann at (709) 737-3416.

### **Consent:**

Your signature on this form means that:

- You have read the information about the research
- You have been able to ask questions about this study
- You are satisfied with the answers to all of your questions
- You understand what the study is about and what will be done
- You understand that you are free to withdraw from the study at any time, without having to give a reason, and that doing so will not affect you now or in the future.

If you sign this form, you do not give up your legal rights, and do not release the researcher from their professional responsibilities. I have provided two copies, one to be signed and returned, and the other to keep for your records.

### **Your Signature:**

I have read and understood the description provided; I have had an opportunity to ask questions and my questions have been answered. I consent to participate in the research project, understanding that I may withdraw my consent at any time. A copy of this consent form has been given to me for my records.

---

Name

Signature

Date

### **Researcher's Signature:**

I have explained this study to the best of my ability. I invited questions and gave answers. I believe that the participant fully understands what is involved in being in the study, any potential risks of the study and that he or she has freely chosen to be in the study.

---

Signature of Researcher

Date

Phone

Email

Appendix H  
Faculty Consent Form for Interview

Title of Research: "A Program Effects Case Study of the CyberSmart! Student Curriculum Cyberbullying Prevention Program in a Private School in Florida".

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research (such as the way you have been treated or your rights as a participant), you may contact the Chairperson of the ICEHR at [icehr@mun.ca](mailto:icehr@mun.ca) or by telephone at (709) 737-2861.

Researcher: Susan Doyle  
Faculty of Education  
Memorial University, St John's, Newfoundland, Canada A1B 3X8  
(561) 626-3747

Supervisor: Dr. Bruce Mann, Ph.D., LL.M.  
Professor, Memorial University  
St John's, Newfoundland, Canada A1B 3X8  
(709) 737-3416

Dear Faculty,

You are invited to take part in a research project entitled "A Program Effects Case Study of the CyberSmart! Student Curriculum Cyberbullying Prevention Program in a Private School in Florida". This form is part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any other information given to you by the researcher. It is entirely up to you to decide whether to take part in this research. If you choose not to take part in the research or if you decide to withdraw from the research once it has started, there will be no negative consequences for you, now or in the future.

**Introduction and Purpose of the Study:**

I am presently doing my Masters Degree in Masters of Education – Information Technology through Memorial University and am conducting research on cyber bullying for my thesis. Cyberbullying involves the use of information and any type of communication technology device to support deliberate, repeated, and hostile behavior by a group or an individual intended to harm others. Our school will be implementing a cyberbullying prevention program called the CyberSmart! Student Curriculum and I would like to try and determine whether or not the program is effective in decreasing cyberbullying behaviors among our students. This research will help lead the way for further implementation and improvements of the program if necessary.

**Participation and Time:**

I would like to interview you both before and after the programs implementation which will take approximately 20 minutes and will be conducted in private during the school day. I will be interviewing you on any reported cyberbullying instances that may have occurred amongst our students.

**Anonymity, Confidentiality and Recording/Storage of Data:**



There are no possible risks to you in this study. During the interview I will be the only person present that will take place in my office on school campus during the school day. The interview will be transcribed by hand and all notes will remain in a locked room. The notes will be discarded once they have been transferred to a password protected computer.

**Questions:**

You are welcome to ask questions at any time during participation in this research. If you would like more information about this study, please contact me at 561.626.3747 or via email at susandoyle12@yahoo.ca, or you may contact my thesis supervisor Dr. Bruce Mann at (709) 737-3416.

**Consent:**

Your signature on this form means that:

- You have read the information about the research
- You have been able to ask questions about this study
- You are satisfied with the answers to all of your questions
- You understand what the study is about and what will be done
- You understand that you and your child are free to withdraw from the study at any time, without having to give a reason, and that doing so will not affect you or your child now or in the future.

If you sign this form, you do not give up your legal rights, and do not release the researcher from their professional responsibilities. I have provided two copies, one to be signed and returned, and the other to keep for your records.

**Your Signature:**

I have read and understood the description provided; I have had an opportunity to ask questions and my questions have been answered. I consent for my child to participate in the research project, understanding that I may withdraw my consent at any time. A copy of this consent form has been given to me for my records.

---

Child's Name

Signature of Parent

Date

**Researcher's Signature:**

I have explained this study to the best of my ability. I invited questions and gave answers. I believe that the participant fully understands what is involved in being in the study, any potential risks of the study and that he or she has freely chosen to be in the study.

---

Signature of Researcher

Date

Telephone \_\_\_\_\_ Email \_\_\_\_\_

Appendix I  
CyberSmart! Student Curriculum

## **Lesson 1 - Power and Responsibility**

### **.Overview**

Students consider the power of the Internet to disseminate positive and negative ideas of individuals, as well as large organizations. They relate the privileges and responsibilities of cyber citizenship to their school's Acceptable Use Policy (AUP).

### **.Objectives**

- Explain how the Internet is a powerful tool for disseminating both positive and negative ideas
- Explain that it is difficult to tell if a Web site represents the opinion of one person or thousands of people
- Relate the privileges of cyber citizenship to the responsibility of adhering to an acceptable use policy

National Educational Technology Standards for Students © 2007

*Source: International Society for Technology in Education*

### **5. Digital Citizenship**

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- d. exhibit leadership for digital citizenship.

### **Site Preview**

No Internet site is used in this lesson.

### **Materials**

- Activity sheets (2)
- Your school district's Acceptable Use Policy and/or student contract

## Introduce

- Have students imagine that a class of younger students wants to contribute the money they raised to a fund to prevent hunger. Ask: *How could you use the Internet to help them?* Allow students to brainstorm ideas.

## Teach 1

- Distribute Activity Sheet 1.
- Students may ask what kinds of lies are spread by hate sites. One example is historical revision in which hate groups retell history to support their positions (such as that the Holocaust never took place).

## Teach 2

- Distribute Activity Sheet 2 and your school district's Acceptable Use Policy (AUP) and/or student contract.
- Have students work in pairs to complete the sheet.

## Teach 3

- Ask volunteers to share and discuss their responses with the class. Guide students to consider the following in their discussion:
  - Duane's E-mail: Because he is using the school network, Duane is subject to the school's AUP rules. If the rude message is racist, sexist, or contains obscenities, it may violate the rules.
  - Julia's E-Mail: Julia's message is inflammatory and threatening and probably violates her school's AUP, but because Julia sent her message from home, she may not be subject to discipline under the school's AUP.
  - Anthony's Web page: Most AUPs do not allow the school network to be used for commercial purposes.
  - Randy's joke: If Randy sent the E-mail from the principal's account, he violated the AUP. Even if he didn't, hoaxes are probably prohibited.

## Close

- Ask: *What makes the Internet such a powerful tool for spreading ideas?*
- Ask: *How can you tell if a Web site represents the opinion of one person or thousands of people?*
- Ask: *According to your school's acceptable use policy, what are some responsibilities of being a cyber citizen?*

## Extend

The following activity can be added for students who completed this lesson in a previous grade.

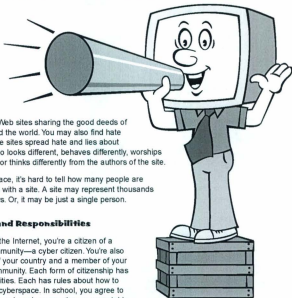
- Have students explore the capability of the Web to promote good deeds by searching for the sites of charitable organizations.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Power and Responsibility

### The Power to Be Heard

One hundred years ago, letters took months to travel across the ocean. Today, anyone using the Internet can instantly reach others around the world. The Internet can be used to share knowledge that makes people's lives better. Unfortunately, its power can also be used to spread lies and hate.



You'll find Web sites sharing the good deeds of kids around the world. You may also find hate sites. These sites spread hate and lies about anyone who looks different, behaves differently, worships differently, or thinks differently from the authors of the site.

In cyberspace, it's hard to tell how many people are associated with a site. A site may represent thousands of members. Or, it may be just a single person.

### Rights and Responsibilities

If you use the Internet, you're a citizen of a global community—a cyber citizen. You're also a citizen of your country and a member of your school community. Each form of citizenship has responsibilities. Each has rules about how to behave in cyberspace. In school, you agree to follow those rules when you sign an acceptable use contract.

Imagine that each situation below is about a student in your school. Is their behavior acceptable under your school's Acceptable Use Policy? Explain your answers.

**Duane** sends an E-mail from school to his friend in another school. In it, he repeats a joke containing rude language that he heard on a TV show.



Gotta joke for yoi

**Anthony** has started a math tutoring business. Knowing that many teachers have younger children, he advertises his services and fees on a personal Web page that is displayed only on the school network.



Tutor for Hire

**Julia** gets angry when Jennifer, in a crowded lunchroom, repeats something Julia told her privately. Julia goes home and writes Jennifer a threatening E-mail intended to scare her.



**Randy**, playing a joke, creates an official looking E-mail saying tomorrow is a half-day and sends it to the whole school.



## Lesson 2 – Consider Copying

### Overview

Students consider possible ways to copy others' works using the Internet and learn that many forms of copying are illegal or unethical.

### Objectives

- Give examples of copying original works that involve the Internet
- Explain that the right to earn a living is protected by copyright laws but that fair uses are allowed for students
- Describe basic rules for avoiding plagiarism
- Define hacking and identify as illegal

National Educational Technology Standards for Students © 2007

Source: *International Society for Technology in Education*

#### 3. Research and Information Fluency

- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

#### 5. Digital Citizenship

- a. advocate and practice safe, legal, and responsible use of information and technology.

### Materials

- Activity sheets (3)
- Scissors, paper bag

### Introduce

- Have students imagine that they own a business in which they have spent a great amount of time writing and designing a Web-based game, only to find that someone else has copied much of the game for their own site. Ask: *Is this okay? Is it fair? Is it legal?*

### Teach 1

- Have one student cut apart Activity Sheet 1 and place the slips of paper in the paper bag.
- Group students in pairs. Allow each pair to draw a slip of paper from the bag and discuss the situation described.
- Invite one pair of students at a time to role play the situation described. One student plays the person described and the other plays the creator of the work being copied. NOTE:

Postpone discussion until students have read and applied the information on Activity Sheet 2 and 3.

#### Teach 2

- Distribute Activity Sheet 2 and 3.
- Tell students that many Web sites have copyright notices explaining who owns the material and (sometimes) how it can be used.
- Explain that some artistic works are in the public domain. Public domain works include government documents and works whose copyright has run out. Such works are available for use by anyone.

#### Teach 3

- Have students revisit the situations on their slips of paper and revise their role play to reflect the information on Activity Sheet 2 and 3. Guide students to consider the following:
  - Copying photos, animations, greeting cards: These are all copyrighted works and should not be displayed on a personal site without obtaining permission.
  - Copying photos and paragraphs of text for a school report: School reports are considered fair use, but the creators should be credited.
  - Copying and rearranging paragraphs of text for a school report: Rearranging copied paragraphs is plagiarism, unless credit is given to each source. If the intent was to make it the student's work, then the ideas would have to be put in the student's own words.
  - Copying passwords to enter systems without permission or paying: This is illegal.
  - Copying and selling music files: In all cases these works are copyrighted and the creators may have not given permission to copy them.
  - Copying and giving away software: The software creator is being denied a right to earn a living because the friend would otherwise have to purchase the word processor. This is illegal. Software typically comes with information about the purposes for which copies can be made.
  - Copying movies for personal use: Movies are copyrighted works. By not paying to see the movie, you are denying the creators a right to earn a living.

#### Close

- Ask: *What kinds of copyrighted works can be found on the Internet?*
- Ask: *How does copyright law protect a person's right to earn a living?*
- Ask: *When should you give credit to others in a school report?*
- Ask: *What is hacking?*

#### Extend

The following activity can be added for students who completed this lesson in a previous grade.

- Have students visit informational Web sites to find and interpret copyright notices.



## Consider Copying Activity Sheet

CyberSmart!<sup>®</sup>

Name \_\_\_\_\_

Date \_\_\_\_\_



### Considering Copying

You copy photographs from various Web sites and place them on your personal Web page.

You use a search engine to find several Web sites containing information for a school report. You copy, paste, and reorganize one paragraph from each site into your report. Then you write your own introduction and conclusion.

You get a very funny birthday card in the mail, scan it, and post it on your personal Web page.

You copy a photo from a Web site and paste it into a school report.

You make a copy of your favorite word processing program and E-mail it to a friend who needs it to do homework.

Kids in school find out you have a very fast Internet connection and ask you to download music files for them. You see an opportunity to make some money, copy the files onto CDs, and offer them at much cheaper prices than they would pay for a CD in a music store.

You see a very cool animation on a video game site and copy it to your personal Web page.

An older brother tells you where on the Internet to get free passwords for subscription online games. You get a password and play a game that costs others \$10 a month.

You learn where on the Internet to download first-run movies and watch one at home with your family.

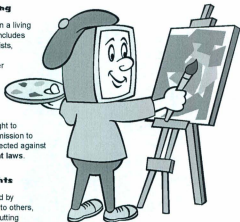
You watch someone use their password to get into a library computer system and then copy the password to let yourself in.

Name \_\_\_\_\_

Date \_\_\_\_\_

**A Right to Earn a Living**

Everyone has a right to earn a living from his or her work. That includes photographers, authors, artists, musicians, and software programmers. When another person copies an artistic work to sell or give away, the person who created the work loses money. The author or artist is the only person who has the right to make copies or to give permission to make copies. They are protected against such "stealing" by **copyright laws**.

**Respecting Copyrights**

If you copy a work protected by copyright and give or sell it to others, you are breaking the law. Putting copyrighted works on your Web site for public display is also illegal. Just because you may not get caught doesn't make it okay. It's only okay if the copyright owner gives you permission. Anyway, it's the right thing to do.

Remember: We are all responsible for the care of the Internet. If cyber citizens use the Internet to break the law, it may make it harder for everyone to use the Internet in the future.

**Fair Use for School Work**

It's okay for students to use copyrighted works in school reports and projects without getting permission. Use of the work by a student is called **Fair Use**. When you use copyrighted works, always give credit to the author of the work you are copying. Also, you must put quotation marks around the copyrighted words.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Give Credit Where Credit Is Due**

Copy and paste. Copy and paste. Copy and paste. Your report is almost finished. Or, is it? If you use the exact phrases, pictures, or graphs of another person and do not say who created them, you're guilty of **plagiarism**. While you might not get arrested for plagiarism, your school considers it a form of cheating and may punish you.

**Give credit when you:**

- Copy someone's exact words—even one sentence
- Copy someone's drawing, diagram, chart, or graph
- Copy facts that most people do not know
- Tell someone else's idea in your own words

**Copying Passwords**

Imagine that someone has found a key to your front door, uses it, wanders around your home, and stands next to your bed watching you sleep. Creepy, isn't it? And it's clearly against the law.

Now imagine that someone gains entry to your computer and looks through your files, reading things you wrote and that friends sent you. Getting into a computer without permission is also illegal. It's called **hacking**, whether it is meant to do damage or just play a game for free.

In addition to invading your privacy, hackers can delete data, damage files, and pretend to be you. Hacking into sites you should pay to use is also illegal. Think of the person who created the site. He or she has a right to earn a living.

**Be CyberSmart!<sup>®</sup>**

Assume that all writings, charts and graphs, pictures, photographs, music, and movies are copyrighted, unless you see a notice saying otherwise.

### Lesson 3 – Can You Hack It?

#### Overview

Students learn that computers and electronic files are property and explore the reasons for, consequences, and ethics of teen hacking.

#### Objectives

- Identify computers and electronic files as property
- Recognize unauthorized entering of computer systems as unethical and illegal
- Describe the effects of hacking on all involved

National Educational Technology Standards for Students © 2007

*Source: International Society for Technology in Education*

#### 5. Digital Citizenship

- a. advocate and practice safe, legal, and responsible use of information and technology.
- d. exhibit leadership for digital citizenship.

#### Materials

- Activity sheets (2)

#### Introduce

- Have students imagine they have heard a rumor about "mischief night," in which young teens go out after dark to damage property.
- Ask: *What is wrong about this? Why might kids do it?*

#### Teach 1

- Distribute Activity Sheet 1.
- Have students read and complete the page individually or in small groups. NOTE: Postpone discussion until students have read and completed Activity Sheet 2.

#### Teach 2

- Distribute Activity Sheet 2 and have students read and discuss all except the activity.
- Then have students revisit Activity Sheet 1 and make changes or additions.

#### Teach 3

- Conduct the activity on Activity Sheet 2.
- Explain that "peer court" is a way of keeping first-time juvenile offenders out of the juvenile justice system. It focuses less on the law and how teens broke it and more on the rights and wrongs of a person's actions. (Make sure students understand that teens who take this alternative route must first acknowledge that they broke the law.) Peer court roles are taken by volunteer high school students, except for that of the judge, who is a real judge. Members of the jury are permitted to question the defendants and others. Sentences cannot include jail time or fines, but may include writing assignments (such as

letters of apology or research), restitution, attendance at workshops or counseling sessions, home restrictions, and community service.

- Make sure each student has a role in the mock peer court and then conduct the role play. Remind students to focus on the ethical decisions made by the defendants.

#### Close

- Ask: *To whom do the computers you connect to on the Internet belong?*
- Ask: *Why is it wrong to enter a computer without permission?*
- Ask: *How does hacking affect the computer owner?*

#### Extend

The following activity can be added for students who completed this lesson in a previous grade.

- Have students use search engines to find cases of "hacktivism," in which activists seeking to further a cause (for example, political or environmental) use the methods of hackers to enter computer systems. Discuss the ethics of breaking the law to help bring about a good result.

## Can You Hack It? Activity Sheet

CyberSmart<sup>®</sup>

Name \_\_\_\_\_ Date \_\_\_\_\_

### Can You Hack It?

**Robert**, 13 years old, is very good with computers and likes a challenge. Exploring the Internet, he figures out how to enter the computer system used by his city. Just for fun, and to prove he was there, Robert makes a very small change to the city's home page. He adds, "It's MY town!"

Would you consider this a harmless joke? Why or why not?

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**Sonia** and **Brandon** are at work on a school project. They come upon a hate site that really upsets them. It says the Nazis were the heroes of World War II and denies that they murdered innocent people. The two figure out how to enter the site. They type, "It's a bunch of lies!"

Are Sonia and Brandon's actions right or wrong? Why or why not?

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Name \_\_\_\_\_ Date \_\_\_\_\_

**WHOSE property is it?**

Every computer, and the files it contains, is the property of some person or organization. People who enter computer systems without permission are committing a crime. It's called hacking, cracking, or plain old "breaking and entering." It's a crime that can be committed while sitting in your own home, school, or library.

**Why do kids say they do it?**

"I was looking for a challenge."

"Why not? It doesn't hurt anyone."

"It's fun."

"I was bored."

"I wanted people to know how good my computer skills are."

"I didn't think I could get caught."

"I'm doing them a favor by showing them weaknesses in their security system."

**Hold a Mock Peer Court**

Rather than go to court, Robert, Sonia, and Brandon decided to go before a jury of their peers.

Decide who will play the defendants, their parents, prosecuting attorney, defense attorney, bailiff, jury members, and judge.

Then conduct the peer court. Focus on the rights and wrongs in each of the two cases. Explore why the students did what they did. Make sure that the punishment will help the defendants become better citizens.

**What are the consequences?**

Unauthorized entry causes a lot of trouble for computer system owners. Valuable information can be lost. Systems have to be shut down to look for damage. Business cannot be carried on. Customers get angry and take their money elsewhere. It all costs the owner a lot of money.

In addition, hacking causes trouble for people whose data is stored in these computer systems. Their private information can be stolen, changed, or deleted.

Teen hackers also cause trouble for themselves when they are eventually caught. Their internet connection can be taken away. They can be fined. A few, tried in court as adults, even face jail time.



## Lesson 4 – Good Messaging Manners

### Overview

Students learn guidelines for good manners in cyberspace, including tips for E-mail, instant messages, chat, and message boards.

### Objectives

- Explain that new ways of communicating necessitate consideration of how people may react
- Describe good manners common to all messages in cyberspace
- Give examples of good manners specific to E-mail, chat, and instant messaging

National Educational Technology Standards for Students © 2007

Source: *International Society for Technology in Education*

5. Digital Citizenship
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - d. exhibit leadership for digital citizenship.

### Materials

- Activity sheets (3)

### Introduce

- Ask: *What are some ways you can communicate in cyberspace?* (E-mail, instant messaging, chat rooms, message boards)
- Ask: *Which of these communication methods are usually one-to-one?* (E-mail and instant messaging) *Which are usually group communications?* (chat rooms and message boards)
- Tell students to keep this distinction in mind when thinking about the reasons for the good manners tips in this lesson.

### Teach 1

- Distribute Activity Sheet 1.
- For each of the tips listed, have students predict some possible consequences for people who do not follow them.
- Make sure students understand what is meant by a "flame war." Flame wars are the cyberspace equivalent of a playground "put down" or bullying session. On the playground, they may lead to a physical fight. Because this can't happen in cyberspace, some people are more prone to be rude than when they are face to face.

### Teach 2

- Distribute Activity Sheets 2 and 3.



- Have student complete the sheets, reminding them to also consider the general tips when answering the questions.

### Teach 3

- Ask volunteers to share and discuss their responses with the class. Guide students to consider the following in their discussion:
  - Juanita's forwarded E-mail: Students might say that Juanita had some very strong, angry words for Elisa. She had confided an incident that embarrassed her and now all their friends know about it and are teasing her. Juanita might tell Elisa that the next time she wants to forward a message, she should ask the sender first.
  - Sean's chat room: Sean has several options. He can leave the chat room and find one that is more civilized. He can ignore the offender and suggest that everyone else does, too. Depending on the chat room, he may be able to report the offender.
  - Jared's instant messaging: Jared does not know the reason Samantha is not replying. He has no visual cues to let him know whether Samantha has been called away from the computer, is busy sending a message to someone else, is working on a homework assignment that required all of her attention, or is angry with him. An angry, impatient response from Jared is inappropriate to the situation. Not knowing what is really going on, Jared should use good messaging manners and stop sending the same message repeatedly.
  - Malcolm's message board: Malcolm has no way of knowing if Derek's posting was an innocent error, or if Derek was purposely posting inaccurate messages as a mean joke. In response, Malcolm might post a very angry message about Derek for everyone who visits the message board to read. However, it would be good messaging manners to assume it was an innocent mistake and calmly inform Derek of its consequences.

### Close

- Ask: *Why do good manners vary depending on the method of communication?* (because new methods of communicating may create new situations that are not encountered in other methods)
- Ask: *What are some good manners tips common to all kinds of messages?*
- Ask: *What is a good manners tip especially for E-mail? For instant messaging? For chat? For message boards?* Refer students to the lists on Activity Sheets 2 and 3.

### Extend

The following activity can be added for students who completed this lesson in a previous grade.

- Have students review the good manners tips taught in this lesson, share experiences of good or bad manners encountered in cyberspace, and then add tips of their own to those already listed.

## Good Messaging Manners Activity Sheet

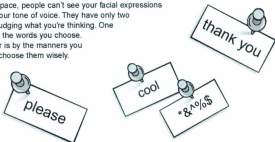
CyberSmart!<sup>®</sup>

Name \_\_\_\_\_

Date \_\_\_\_\_

### Good Messaging Manners

In cyberspace, people can't see your facial expressions or hear your tone of voice. They have only two ways of judging what you're thinking. One way is by the words you choose. The other is by the manners you use. So, choose them wisely.



#### Do's and Don'ts for Any Message

- ✓ Do get right to the point—some people have many messages to read.
- ✓ Don't type in UPPERCASE—it means you're shouting.
- ✓ Don't use slang or rude language.
- ✓ Do check your spelling, grammar, and punctuation.
- ✓ Do think twice before using sarcasm. Without hearing your tone of voice, or seeing your facial expression, it's nearly impossible to know that a message is sarcastic.
- ✓ Do use smileys, or emoticons, to make your message clearer.
- ✓ Do stay calm when you get a rude message. Don't respond to an angry reply. A flame war—battling with hot, angry words—is bad manners.

Name \_\_\_\_\_ Date \_\_\_\_\_

While on vacation, Juanita sends an E-mail to her friend Elisa. She tells Elisa how a big ocean wave knocked her down and made her look foolish. Laughing, Elisa forwards a copy of the message to four more of their friends. When Juanita gets home, her friends tease her. What should Juanita say to Elisa?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**E-mail Dos and Don'ts**

- ✓ Do type your first name at the end of your message.
- ✓ Don't forward E-mails without the sender's permission.

**Chat Dos and Don'ts**

- ✓ Do hang around the chat room before joining in. Learn the rules of the community.
- ✓ Don't waste others' time. If the chat room has a topic, do stick with it.
- ✓ Don't forget you're chatting with real live people, even though you may not know them face to face.
- ✓ Don't ask people for information you know is not safe to give out.
- ✓ Don't ask personal questions that you would not ask face to face.
- ✓ Don't scroll or flood the screen with useless characters. Nobody likes a bully!

Sean joins a chat room that is supposed to be monitored, but things seem pretty out of control. One guy is flooding the screen with rude, offensive language. Soon, others are complaining and responding with angry words. What should Sean do?

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Good friends, Samantha and Jared are sending instant messages. Suddenly, Samantha stops answering Jared's messages. Wondering why, Jared sends the message, "Are you there?" over and over again. There could be many reasons why Samantha is not replying. What are your ideas?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### One-to-one Instant Messaging Dos and Don'ts

- ✓ When you don't have time to chat, do tell the person who is messaging you.
- ✓ If the person doesn't respond, don't keep sending messages.
- ✓ If you're messaging a face-to-face friend, it's fine to be less precise with the spelling, grammar, and punctuation—as long as you both understand the shortcuts.

### Message Board Dos and Don'ts

- ✓ Do read messages posted by others for a while before posting your own. Get familiar with the rules of the community.
- ✓ Do stick to the topic of the group and post only if you have something new to add. Don't waste the group's time.
- ✓ Don't state something as a fact if you aren't sure it is accurate.

Derek visits an online gaming message board and posts a game tip that doesn't work. Malcolm, reading the message, tries the tip and loses the game. How might Malcolm respond?

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

### Be CyberSmart!<sup>®</sup>

Forgive the mistakes of others. Assume they just didn't know any better.

## Lesson 5 – Cyberbullying: Not a Pretty Picture

### Overview

Students explore a scenario in which a friendly relationship turns to a bullying one involving cell phones and computers. Then they create a glossary of abbreviations that will give contextual clues to text messages.

### Objectives

- Analyze online behaviors that could be considered cyberbullying.
- Generate multiple solutions for dealing with a cyberbullying situation.
- Identify abbreviations and other textual clues to reduce cyberbullying.

National Educational Technology Standards for Students © 2007

*Source: International Society for Technology in Education*

2. Communication and Collaboration
  - a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
5. Digital Citizenship
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - d. exhibit leadership for digital citizenship.

### Site Preview

An optional strategy for using Web 2.0 tools with your students is recommended under Teach 4.

### Materials

- Activity Sheets (2)

### Introduce

Ask: *What are all the reasons and ways kids communicate with cell phones?* (call friends, call parents for help, text message, take and send photos, go online, receive e-mails and instant messages)

### Teach 1: What's the Problem?

- Distribute the activity sheets. Have children read the scenario about Jaleesa and Kim.
- Have students write their answers to the two questions under What's the Problem? Look for responses that show empathy for the distress, embarrassment, and anger that Kim probably felt. Look for understanding that kids who received the message may have been confused, amused, or outraged and they could have chosen to delete, save, or forward the message to other kids or to an adult in authority.

#### Teach 2: Think About It

- Have students read the Think About It section of their activity sheet. Point out that because so much of kids' socializing takes place online or on cell phones, it is not unexpected that they get involved in cyberbullying.
- Invite students to share their own stories. Ask: *Have you ever witnessed a similar situation of friends bullying others using electronic networks? Tell the story, but don't use real names.*

#### Teach 3: Find Solutions

- Divide the class into groups of three students. Have each student take one of the roles: Kim, Jaleesa, or a third student. Suggest that boys may choose to change the names of Kim and Jaleesa to boys' names and change the circumstances as they see fit. Invite each group to present their role play to the rest of the class.

#### Teach 4: Take Action

- There are quite a few Web sites that list text messaging abbreviations. You may wish to look for yourself, but it is not recommended for students to do so because many of the abbreviations are sexually provocative or suggest evading the parent who just walked into the room. Instead, make sure students keep focused on abbreviations that will reduce cyberbullying or misunderstandings online and with cell phones.
- Students may comment that they use lowercase letters for their abbreviations (or *acronyms*). Explain that both uppercase and lowercase are used and that default settings will vary with the cell phone software.

Using Web 2.0 tools, such as a wiki, to allow students to collaborate in creating an online glossary. Publish the glossary on a school Web page, a blog, or a wiki.

#### Close

- Ask: *What is cyberbullying?* (It's when kids are intentionally and repeatedly mean to one another using cell phones or the Internet.)
- Ask: *How can cyberbullying make kids feel?* (It can make them feel angry, frustrated, sad, or afraid.)
- Ask: *What kinds of abbreviations can kids use to prevent cyberbullying while text or instant messaging?* (Answers will vary.)

#### Extend

- Students will benefit by revisiting this lesson each year.
- For students who completed this lesson in a previous grade, distribute copies of your school's acceptable use policies, disciplinary policies, and so on, and have students decide whether they adequately address cyberbullying, especially with the use of cell phones. Discuss how effective the policies would be at preventing cyberbullying behaviors and whether changes should be considered.

## Cyberbullying: Not a Pretty Picture Activity Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

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for education



### Cyberbullying: Not a Pretty Picture

Jaleesa and Kim are friends at Jefferson Middle School. Kim tells Jaleesa that she doesn't want to hang out with her any more. Jaleesa is angry and upset. She uploads a photo of Kim from her cell phone that was taken at a slumber party two weeks earlier. Jaleesa sends the photo to everyone on her buddy list with a message attached: "Kim is such a \*\*\*\*\*."

**What's the Problem?** How do you think Kim felt?

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What might the kids who received the e-mail think or do?

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**Think About It** One day you like someone. The next day you don't. Angry, you say something or post something online. It gets passed around quickly and easily. So now, everybody knows about it and everybody talks about it in school. While maybe you are mean only once, when you do it online your posting or message is repeated again and again as it gets passed around. Meanness multiplies.

When kids are intentionally and repeatedly mean to one another using cell phones or the Internet, it's called cyberbullying. Sometimes kids can handle cyberbullying and not get too upset. Other times, it can make kids feel angry, frustrated, sad, or afraid.

Manners: Cyberbullying

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Cyberbullying: Not a Pretty Picture  
Activity Sheet 1 of 2

Name \_\_\_\_\_ Date \_\_\_\_\_

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**Find Solutions** What should Kim do? How would you advise her? Write some ideas below. Then role-play the best solutions, playing Jaleesa, Kim, and some other kids who received the messages.

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**Take Action: Publish a Glossary** Create a glossary of abbreviations that can help diffuse easy-to-misunderstand language. Let everyone in class know where to find the glossary posted. Include commonly used examples, such as AFJ for "April Fool's joke," JK for "just kidding," and RUOK for "are you okay?" Invent your own, including ways to stop cyberbullying once it starts.

**Be CyberSmart!**

Everyone has a right not to be bullied and the responsibility to treat others fairly.

- Save copies of bullying IMs, e-mails, or text messages.
- Don't share or allow photos of yourself that could be used to embarrass you.
- Show the evidence of cyberbullying to a trusted adult who can help you.



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**Cyberbullying: Not a Pretty Picture**  
Activity Sheet 2 of 2



## Lesson 6 – Cyberbullying: Who, Me? Why Should I Care?

### Overview

Students explore the roles and responsibilities of bystanders to cyberbullying. Then they develop a plan for peer mentoring to prevent cyberbullying situations.

### Objectives

- Analyze online behaviors that could be considered cyberbullying.
- Generate multiple solutions and actions that bystanders can take to improve a cyberbullying situation.
- Practice peer mentoring for cyberbullying prevention.

National Educational Technology Standards for Students © 2007

*Source: International Society for Technology in Education*

2. Communication and Collaboration
  - a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
  - b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
5. Digital Citizenship
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - d. exhibit leadership for digital citizenship.

### Site Preview

An optional strategy for using Web 2.0 tools with your students are recommended under Teach 2 and Teach 3.

### Materials

- Activity Sheets (2)
- Drawing paper
- Markers

### Introduce

- Discuss with students the positive uses of online videos: for promoting good citizenship, for education, for entertainment, for social action. Invite them to provide examples of each category.
- Point out that people often post videos for less positive reasons, such as to hate, ridicule, and embarrass others.

### Teach 1: What's the Problem?

- Distribute the activity sheets. Have students read the scenario about Kevin, José, and the video-sharing Web site.

- Have students write their answers to the two questions under 'What's the Problem? Look for responses that indicate students' understanding that both events are embarrassing, but that embarrassing someone in school exposes him to an immediate peer group, while embarrassing him on a World Wide Web site exposes him to ridicule by the entire school plus hundreds of millions of strangers.
- Have students tell their own stories without using actual names. Ask: *Have you ever witnessed kids posting or sending photos or videos in order to embarrass someone? What happened? Why?*

#### Teach 2: Think About It

- Have students read the Think About It section on the activity sheets. Point out that sometimes when people believe they cannot be seen or found out, they do things that they would never do in a face-to-face situation.
- Ask: *Who is doing the cyberbullying in this story? Is it only José? What about the boys in school who helped him upload the video to the Web site? What about the people who posted nasty comments? What about the people who viewed the video?* Encourage students to decide for themselves and support their reasoning.
- Have students use drawing paper and markers to create a visual map showing all the players in this event. Students may choose to show a labeled web, use concentric circles, or draw something more representational. Allow students to share their maps with the class.
- Use Web 2.0 tools for concept mapping that allow students to create and publish their maps online.

#### Teach 3: Find Solutions

- Have students discuss their solutions. Look for solutions that show empathy for Kevin and discuss the rights and responsibilities of being citizens of a worldwide community.
- Make sure students understand that those people who posted cruel comments were just as guilty of being bullies as the boys who originally uploaded the video were.
- Discuss with students how trusted adults could help, including asking a guidance counselor to talk to Kevin, a technology teacher to investigate whether it would be possible to remove the video from the site, and a school principal to try to enforce school bullying rules.
- Have students add to their concept map drawings, clearly labeling their proposed solutions.
- If students created concept maps using Web 2.0 tools, they can revise their maps online.

#### Teach 4: Take Action

- Reinforce with peer mentors the Be CyberSmart! tips. After the first peer mentoring session, consider setting aside weekly times for your students to meet.

#### Close

- Ask: *What kinds of online behaviors could be considered cyberbullying?* (posting someone else's video without permission, leaving cruel comments on a Web site)
- Ask: *What does it mean to be a bystander to cyberbullying?* (A bystander is a person who is not the bully or the target but witnesses the bullying.)

- Ask: *What are some things a bystander can do when he or she witnesses cyberbullying?* (show understanding and support for the target, don't react to the bully, ask a trusted adult for help)

Extend

- Students will benefit by revisiting this lesson each year.
- If students completed this lesson in a previous grade, allow them to go online to the Ad Council's Cyber Bullying Prevention Campaign and click on the Campaign Material called "Talent Show." Discuss the underlying message: If you wouldn't say it face to face, don't say it online.

## Cyberbullying: Who, Me? Why Should I Care? Activity Sheet

Name \_\_\_\_\_

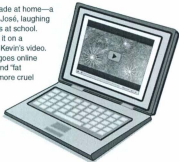
Date \_\_\_\_\_

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### Cyberbullying: Who, Me? Why Should I Care?

Kevin sends his friend José a short video he made at home—a reenactment of a famous fantasy movie scene. José, laughing at how Kevin looks, shows it to some other boys at school. The boys laugh at Kevin too and decide to post it on a video-sharing Web site. Millions of people view Kevin's video. Nasty comments are posted. Every day, Kevin goes online to check and sees more comments like "idiot" and "fat nerd." Every day, he goes to school and hears more cruel comments from his classmates.



**What's the Problem?** Imagine someone telling an embarrassing secret about you in front of a bunch of kids at school. Now imagine someone posting an embarrassing secret about you on the Internet.

How are these two events similar?

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How are they different?

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**Think About It** When kids intentionally embarrass another kid, that's just plain mean. Embarrassing or humiliating another kid using the Internet is *cyberbullying*. When José and the others posted the video online, they set up a cyberbullying situation. They made it easy for other kids in school, and kids all over the world, to join in with them and post hurtful words online—again and again.

Manners: Cyberbullying

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Cyberbullying: Who, Me? Why Should I Care?

Activity Sheet 1 of 2

Name \_\_\_\_\_ Date \_\_\_\_\_

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In this true story, many people contributed to the cyberbullying. But there were many times more kids who knew about the situation but did not get involved. Kids who are not cyberbullying but who see, hear, or know about it are called *bystanders*. In this situation, kids in school who witnessed the abuse and kids online who viewed the video were bystanders. What would you do if you were a bystander?

**Find Solutions** What could you say to or do for Kevin?

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What would you say to José?

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What could you say to the other kids at school who viewed the video and left cruel comments?

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How could you have involved a trusted adult?

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### Take Action: Practice Peer Mentoring

In your class, pair off and take turns mentoring another student about cyberbullying. Allow the student to share his or her experiences. Give support. Ask questions but do not criticize. Share ideas for making the situation better.

### Be CyberSmart!

- Stop before you post photos and videos and think: Will it upset or harm another kid?
- Know when you are in over your head with a cyberbullying situation and ask a trusted adult for help.

## Lesson 7 – Cyberbullying: Crossing the Line

### Overview

Students learn that when cyberbullying includes threats to safety, they must involve trusted adults. They develop a plan to enable students to report cyberbullying to school authorities anonymously.

### Objectives

- Analyze online bullying behaviors that could be considered threatening.
- Generate multiple solutions for dealing with a cyberbullying situation that includes threats.
- Use creative thinking to propose ways to report cyberbullying and threats anonymously.

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*Source: International Society for Technology in Education*

2. Communication and Collaboration
  - a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
  - b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
5. Digital Citizenship
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - d. exhibit leadership for digital citizenship.

### Site Preview

An optional strategy for using Web 2.0 tools with your students is recommended under Teach 4.

### Materials

- Activity Sheets (2)

### Introduce

- Have students list all the ways they can send electronic messages to one another. Answers may include e-mail, instant messages, postings on social networking sites, messages via game Web sites, postings on message boards, texting from cell phone to cell phone, and text messaging from cell phones to e-mail accounts.
- Discuss the positives and negatives of electronic messages, including the fact that it's sometimes hard to know the intent of the sender (for example, whether they are serious or just kidding). Students may differentiate between voice mail and text-based electronic messages, the latter being more difficult to interpret without the auditory clues provided by human voices.

**Teach 1: What's the Problem?**

- Distribute the activity sheets. Have students read the scenario about Eric, Alexis, and the electronic messages.
- Have students write their answers to the two questions under What's the Problem? Look for responses that indicate students' understanding that Eric is probably very distressed—and rightly so—by the repeated anonymous cruel messages and that Alexis cannot be sure from Eric's message whether he is just angry or if he intends to physically harm her.
- Invite students to share their own stories without using actual names. Ask: *Have you ever witnessed kids' texting that crossed the line? What happened? Why? Remember, don't use real names.*

**Teach 2: Think About It**

- Have students read the Think About It section on the first activity sheet and share their answers.
- Explain to students the formal definition of *cyberbullying*: intentional and repeated use of computer and cell phone networks by kids and teens to cause harm or distress to other kids and teens.

**Teach 3: Find Solutions**

- Point out that, in this scenario, Eric crossed the line by making a cyber threat. Because it is difficult to know how serious Eric is about acting on his threat, it should be taken very seriously and reported to adults in authority.
- Make sure students' answers reflect understanding that Alexis should report the cyber threat to the school and her parents, that Eric could have asked adults for help before he reached the point of making an angry threat, and that the students who knew what was going on should have supported Eric and reported the cyberbullying.

**Teach 4: Take Action**

- If necessary, suggest to students that they consider a drop box, a Web site form, or a dedicated e-mail address.

Use Web 2.0 tools, such as a wiki, to allow students to brainstorm ideas, collaborate in refining their proposals—including uploading supporting drawings or photos—and publish their work for viewing by school administrators.

**Close**

- Ask: *What kinds of behaviors are considered cyberbullying?* (sending messages over the Internet or with cell phones that are intended to make someone feel angry, sad, or scared)
- Ask: *You should tell trusted adults if you observe or are involved in cyberbullying, but when MUST you report it to your school, parents, or other trusted adults?* (when there is a threat to hurt someone)

**Extend**

- Students will benefit by revisiting this lesson each year.
- Have students who completed this lesson in a previous grade keep a journal for two weeks related to cyberbullying situations they come across. Suggest they include incidents they witnessed as well as were directly involved in. Have them use the journal to reflect on what alternatives they had and how they chose to handle the situations.

## Cyberbullying: Crossing the Line Activity Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

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### Cyberbullying: Crossing the Line

Eric gets a lot of pressure from his parents to do well in school. Other kids in school tease him because he tries so hard but still gets bad test scores. He gets instant messages and text messages during the day and at night. The word *loser* is in most of them. Eric thinks he knows who is behind the messages: Alexis, the most popular girl in the eighth grade. To get back at Alexis, Eric sends her this message: *I'm going to kill you for doing this. Your friends, too.*

**What's the Problem?** How do you think Eric feels?  
What about this situation is making him feel this way?

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How do you think Alexis felt when she got Eric's message?

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**Think About It** Cyberbullying can make you feel angry, frustrated, sad, or fearful—especially when you don't know who is sending the harassing messages. Sometimes kids use language that says they want to hurt someone. When this kind of language comes in the form of an electronic message—an e-mail, instant message, or text message over computers or cell phones—it's hard to tell whether it is serious or not. No matter how a message is sent, words that say you intend to hurt someone are taken very seriously by schools, parents, and the police.

Manners: Cyberbullying  
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Cyberbullying: Crossing the Line  
Activity Sheet 1 of 2



Name \_\_\_\_\_ Date \_\_\_\_\_

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**Find Solutions** What should Alexis do?

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What could Eric have done instead of sending the message to Alexis?

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What should the other kids who knew about the messages Eric was getting have done?

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**Be CyberSmart!**

- Everyone has a right not to be cyberbullied.
- Save copies of bullying IMs, e-mails, or other threatening electronic messages.
- When cyberbullying includes threats, a line is crossed and should be reported to trusted adults immediately.

**Take Action:**

**Brainstorm Reporting Tools**

No one wants to feel like a rat, but sometimes it's important to tell trusted adults so they can help prevent cyberbullying situations from getting worse.

Most kids say they would report cyberbullying if they didn't have to identify themselves. Brainstorm ways for students to anonymously report cyberbullying to your school. Make notes or drawings in the box. Present your plan to your class.

## Lesson 8 – Dealing with Cyberbullying

### Overview

Students reflect on the rewards of cyberspace, consider how to respond to cyberbullying scenarios, and learn how to take action when confronted with online situations that make them uncomfortable.

### Objectives

- Discuss the uncomfortable feelings that can result from some online experiences.
- Recognize cyberbullying as bullying that takes place online.
- Identify strategies for responsibly dealing with cyberbullying.

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*Source: International Society for Technology in Education*

2. Communication and Collaboration
  - a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
  - b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
5. Digital Citizenship
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - d. exhibit leadership for digital citizenship.

### Site Preview

An optional strategy for using Web 2.0 tools with your students is recommended under Teach 4.

### Materials

- Activity Sheets (2)

### Introduce

- Discuss with students some positive aspects of going into cyberspace. (finding information quickly; meeting people with similar interests; communicating with people around the world; having fun)
- Explain that to really enjoy the power of the Internet, it is important for students to learn how to responsibly handle any situation they might encounter online.

### Teach 1: What's the Problem?

- Distribute Activity Sheet 1.
- Have students read each scenario and write their answers to the questions posed. Allow volunteers to share their responses. NOTE: Postpone discussion until students have read and applied the information on Activity Sheet 2.
- Explain to students that good experiences in cyberspace are much more common than bad ones. However, just as in the face-to-face world, there are situations in which they

could get upset. Point out that in this lesson they can learn how to manage some of the upsetting experiences.

- Invite students to share their own stories of uncomfortable bullying situations online without using actual names. Ask: *Have you ever witnessed kids' Web pages or messages that caused another student distress? What happened? Why? Remember, don't use real names.*

#### Teach 2: Think About It

- Distribute Activity Sheet 2.
- After students read Feeling Uncomfortable, have them find all the words in this paragraph and on Activity Sheet 1 that are used to describe such emotions.
- After students read Recognizing Cyberbullying, relate the formal definition of *cyberbullying*: intentional and repeated use of the Internet or cell phones by kids and teens to cause distress to other kids and teens.
- Ask: *Do you think the stories about Sondra and Andrew would be considered cyberbullying? Explain.*
- Ask: *What do you think the people who are bullying Sondra and Andrew would say about their behavior?* (They might say they were only kidding, they didn't mean any harm, or it was just a joke. Students publishing a Web site might also say that it is a matter of free speech. Point out that whether or not the First Amendment permits it, bullying with a Web site is unkind and hurtful. Moreover, it may be against school rules and grounds for disciplinary action.)

#### Teach 3: Find Solutions

- Have students read and discuss Taking Action. Then have them revisit Activity Sheet 1 and discuss how their answers might be changed or enhanced. Guide students to consider the following in their discussion:
  - The Web site about Sondra: The angry girls have created a cyberbullying situation because their behavior is intentional and harassing. Such bullying is wrong and should be reported to Sondra's parents and to her school. Sondra should save a copy of the Web page to provide to whomever she reports the incident to. How Sondra responds to this bullying behavior will affect the outcome. Point out that it was smart to talk to a friend about the problem. NOTE: Many middle school students join social networking sites, some meeting the minimum age requirements and others too young but joining anyway. So, some students may speak about bullying comments on social networking profiles and creating social networking groups with the intent to bully. Regardless of the platform, the consequences for the target are the same.
  - Advice for Andrew: Andrew should save and print copies of all the e-mails and show them to a parent or another trusted adult. Again, how he responds to this incident will affect its outcome and keeping his anxiety to himself is not as effective as asking a friend or an adult for help.

#### Teach 4: Take Action

- Have students, individually or in pairs, create their own cartoons or comic strips to remind others how to handle cyberbullying situations. You may wish to first conduct a brainstorming session with the entire class, listing the messages they want to convey.

Use Web 2.0 tools, such as a wiki, to allow students to brainstorm ideas and later upload their cartoons and comic strips to the wiki or a class blog.

#### Close

- Ask: *What are some words to describe uncomfortable feelings?* (embarrassed, upset, depressed, afraid, hurt, powerless, frozen with fear)
- Ask: *How is cyberbullying the same and different than other bullying?* (Both can make kids feel uncomfortable; cyberbullying takes place online and other bullying takes place offline; some kids may become bullies online but would not think of bullying face to face.)
- Ask: *What are some ways to handle a cyberbullying situation?* (sign off, block the bully, save and print bullying messages, talk to a friend, tell a trusted adult)

#### Extend

- Students will benefit by revisiting this lesson each year.
- Remind students that they were once less adept at handling themselves online. Invite them to share some past personal experiences in which they felt uncomfortable in cyberspace. Allow them to role-play what advice they could give to younger students about how to handle similar situations, now that they are older and more mature.

## Dealing with Cyberbullying Activity Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

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### Dealing With Cyberbullying

**Sondra** is planning a slumber party to celebrate her birthday. Her parents have set a limit of eight girls, so Sondra can't invite everyone she'd like. Two girls who are left out overhear the plans. Angry, they plan their revenge.

The girls make a "We Hate Sondra Jones" Web site. They say that anyone invited to the party should not go. They tell everyone in school the site's address. The girls invite everyone to add new reasons why they hate Sondra and to spread ugly rumors about her.

When Sondra hears about the site, she gets a sick feeling in her stomach. Unable to ignore it, she checks the site often. Each day she finds a new nasty comment or joke about her. She feels hurt and powerless to defend herself. Sondra is too embarrassed to go to school and tells her parents she is sick.

If you were Sondra's friend, what advice would you give her?

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For the tenth day in a row, **Andrew** opens an e-mail that says, "I'm getting closer." He doesn't recognize the sender's address. He wonders if someone at school is trying to scare him. On the other hand, it could be a stranger. Whatever the source, Andrew is scared. The next afternoon, Andrew is home alone. The e-mails come every few minutes. "I'm hiding in your house using a wireless Internet connection. You'll never find me. But I'll find you."

Frozen with fear, Andrew can't think what to do. If he called you for advice, what would you tell him?

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Manners: Cyberbullying

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Dealing With Cyberbullying

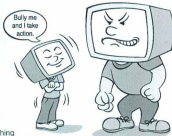
Activity Sheet 1 of 2

## Feeling Uncomfortable

While going into cyberspace can be fun, some online experiences may make you feel embarrassed, upset, depressed, or afraid. It can happen to anyone—even when going into cyberspace sitting comfortably inside your own home or favorite library. When it happens, it's best to take action.

## Recognizing Cyberbullying

Both Sondra and Andrew are the targets of cyberbullying. Whether bullies are face to face or in cyberspace, they feel powerful when they bother other people. They may use hurtful words or threaten. Often the cyberbully is someone you know face to face. Perhaps the bully finds it easier to be mean and nasty online, when he or she can't see the other person's reaction. Online or off, bullying is meant to make you feel uncomfortable. Either way, it's upsetting.



## Taking Action

Bullying should not be tolerated, whether in school or in cyberspace. Trust your uncomfortable feelings—they mean something is wrong. Here is what to do about it.






- Sign off the computer.
- Leave the chat room or Web site.
- Block the bully's messages.
- Save and print the bully's e-mails or your message logs.
- Never reply to a bully.
- Talk over how to handle the situation with a friend.
- Report your experience to a parent, teacher, or other trusted adult.

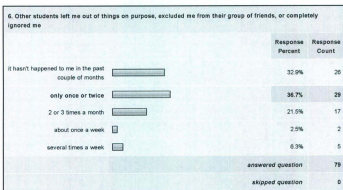
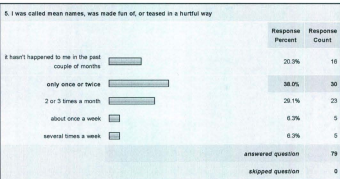
### Be CyberSmart!

If you witness cyberbullying, you can help by supporting the target and letting the bullies know that their behavior is not acceptable.

# Appendix J






## Pre-program OBQ Results

4. How often have you been bullied in the past couple of months?*		
	Response Percent	Response Count
I have not been bullied in the past couple of months 	17.7%	14
It has only happened once or twice 	45.6%	36
2 or 3 times a month 	25.3%	20
About once a week 	5.1%	4
Several times a week 	8.3%	5
	answered question	79
	skipped question	0





8. Other students told lies or spread false rumors about me and tried to make others dislike me






		Response Percent	Response Count
it hasn't happened to me in the past couple of months		48.1%	38
only once or twice		30.4%	24
2 or 3 times a month		15.9%	11
about once a week		5.1%	4
several times a week		2.5%	2
answered question			79
skipped question			0






9. I had money or other things stolen, something I posted on the internet copied or my account hacked

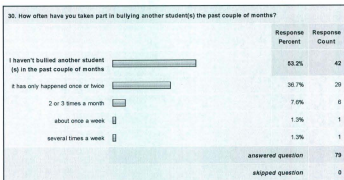
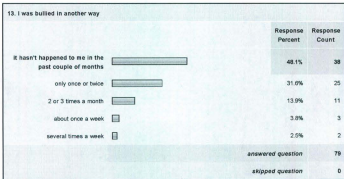
	Response Percent	Response Count
it hasn't happened to me in the past couple of months	64.6%	51
only once or twice	30.4%	24
2 or 3 times a month	2.5%	2
about once a week	2.5%	2
several times a week	0.0%	0
answered question		79
skipped question		0

10. I was threatened or forced to do things I didn't want to do






	Response Percent	Response Count
it hasn't happened to me in the past couple of months	65.8%	52
only once or twice	22.0%	18
2 or 3 times a month	7.6%	6
about once a week	2.5%	2
several times a week	1.3%	1
answered question		79
skipped question		0

11. I was bullied with mean names or comments about my race or color		
	Response Percent	Response Count
it hasn't happened to me in the past couple of months 	72.2%	37
only once or twice 	20.3%	10
2 or 3 times a month 	6.3%	3
about once a week 	1.3%	1
several times a week 	0.0%	0
answered question		79
skipped question		0






12. I was bullied with mean names, comments, or gestures with a sexual meaning		
	Response Percent	Response Count
it hasn't happened to me in the past couple of months 	46.8%	37
only once or twice 	25.3%	20
2 or 3 times a month 	16.5%	13
about once a week 	7.6%	6
several times a week 	3.8%	3
answered question		79
skipped question		0



31. I called another student(s) mean names, made fun of or teased him or her in a hurtful way





	Response Percent	Response Count
it hasn't happened in the past couple of months 	44.3%	35
it has only happened once or twice 	43.0%	34
2 or 3 times a month 	6.3%	5
about once a week 	5.1%	4
several times a week 	1.3%	1
answered question		79
skipped question		9






32. I kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her

	Response Percent	Response Count
it hasn't happened in the past couple of months 	59.5%	47
it has only happened once or twice 	27.0%	22
2 or 3 times a month 	8.9%	7
about once a week 	1.3%	1
several times a week 	2.5%	2
answered question		79
skipped question		0

34. I spread false rumors about another student and tried to make others dislike him or her

		Response Percent	Response Count
it hasn't happened in the past couple of months		75.9%	60
it has only happened once or twice		19.0%	15
2 or 3 times a month		3.8%	3
about once a week		1.3%	1
several times a week		0.0%	0
answered question			79
skipped question			0





35. I took money or other things, damaged something, copied from the internet or hacked someone's account		
	Response Percent	Response Count
it hasn't happened in the past couple of months 	84.8%	67
it has only happened once or twice 	12.7%	10
2 or 3 times a month 	1.3%	1
about once a week	0.0%	0
several times a week 	1.3%	1
answered question		79
skipped question		0

36. I threatened or forced another student to do things he or she didn't want to do		
	Response Percent	Response Count
it hasn't happened in the past couple of months 	83.5%	66
it has only happened once or twice 	10.1%	8
2 or 3 times a month 	3.8%	3
about once a week 	1.3%	1
several times a week 	1.3%	1
answered question		79
skipped question		0

37. I bullied another student with mean names or comments about his or her race or color		
	Response Percent	Response Count
it hasn't happened in the past couple of months	78.5%	62
it has only happened once or twice	15.2%	12
2 or 3 times a month	2.5%	2
about once a week	0.0%	0
several times a week	3.8%	3
	answered question	79
	skipped question	0






38. I bullied another student with mean names, comments or gestures with a sexual meaning		
	Response Percent	Response Count
it hasn't happened in the past couple of months	78.5%	62
it has only happened once or twice	15.2%	12
2 or 3 times a month	5.1%	4
about once a week	0.0%	0
several times a week	1.3%	1
	answered question	79
	skipped question	0













39. I bullied him or her another way			Response Percent	Response Count
it hasn't happened in the past couple of months			70.9%	56
it has only happened once or twice			22.8%	18
2 or 3 times a month			3.8%	3
about once a week			0.0%	0
several times a week			2.5%	2
			answered question	78
			skipped question	0

# Appendix K





## Post-program OBQ Results

4. How often have you been bullied in the past couple of months?		
	Response Percent	Response Count
I have not been bullied in the past couple of months 	50.6%	40
It has only happened once or twice 	34.2%	27
2 or 3 times a month 	6.3%	5
About once a week 	5.1%	4
Several times a week 	3.0%	3
	answered question	79
	skipped question	0





5. I was called mean names, was made fun of, or teased in a hurtful way		
	Response Percent	Response Count
it hasn't happened to me in the past couple of months 	60.8%	48
only once or twice 	22.5%	18
2 or 3 times a month 	6.3%	5
about once a week 	5.1%	4
several times a week 	5.1%	4
answered question		79
skipped question		0

6. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me		
	Response Percent	Response Count
it hasn't happened to me in the past couple of months 	67.1%	53
only once or twice 	20.3%	16
2 or 3 times a month 	7.6%	6
about once a week 	2.5%	2
several times a week 	2.5%	2
answered question		79
skipped question		0



8. Other students told lies or spread false rumors about me and tried to make others dislike me

		Response Percent	Response Count
it hasn't happened to me in the past couple of months		65.8%	52
only once or twice		26.6%	21
2 or 3 times a month		6.3%	5
about once a week		0.0%	0
several times a week		1.3%	1
answered question			79
skipped question			0




9. I had money or other things stolen, something I posted on the internet copied or my account hacked

	Response Percent	Response Count
it hasn't happened to me in the past couple of months 	77.2%	61
only once or twice 	20.3%	16
2 or 3 times a month 	1.3%	1
about once a week	0.0%	0
several times a week 	1.3%	1
answered question		79
skipped question		0






10. I was threatened or forced to do things I didn't want to do

	Response Percent	Response Count
it hasn't happened to me in the past couple of months 	83.5%	66
only once or twice 	16.5%	13
2 or 3 times a month	0.0%	0
about once a week	0.0%	0
several times a week	0.0%	0
answered question		79
skipped question		0






11. I was bullied with mean names or comments about my race or color

	Response Percent	Response Count
it hasn't happened to me in the past couple of months 	89.9%	71
only once or twice 	8.9%	7
2 or 3 times a month 	1.3%	1
about once a week	0.0%	0
several times a week	0.0%	0
answered question		79
skipped question		8






12. I was bullied with mean names, comments, or gestures with a sexual meaning

	Response Percent	Response Count
it hasn't happened to me in the past couple of months 	63.3%	50
only once or twice 	22.8%	18
2 or 3 times a month 	5.1%	4
about once a week 	6.3%	5
several times a week 	2.5%	2
answered question		79
skipped question		8

13. I was bullied in another way

	Response Percent	Response Count
it hasn't happened to me in the past couple of months 	54.6%	51
only once or twice 	27.8%	22
2 or 3 times a month 	5.1%	4
about once a week 	1.3%	1
several times a week 	1.3%	1
answered question		79
skipped question		0

30. How often have you taken part in bullying another student(s) the past couple of months?

	Response Percent	Response Count
I haven't bullied another student (s) in the past couple of months 	74.7%	59
it has only happened once or twice 	20.3%	16
2 or 3 times a month 	2.5%	2
about once a week 	1.3%	1
several times a week 	1.3%	1
answered question		79
skipped question		0

31. I called another student(s) mean names, made fun of or teased him or her in a hurtful way






	Response Percent	Response Count
it hasn't happened in the past couple of months	73.4%	58
it has only happened once or twice	21.5%	17
2 or 3 times a month	1.3%	1
about once a week	2.9%	2
several times a week	1.3%	1
answered question		79
skipped question		0






32. I kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her





	Response Percent	Response Count
it hasn't happened in the past couple of months	82.3%	65
it has only happened once or twice	12.7%	10
2 or 3 times a month	1.3%	1
about once a week	1.3%	1
several times a week	2.5%	2
answered question		79
skipped question		0










34. I spread false rumors about another student and tried to make others dislike him or her

	Response Percent	Response Count
It hasn't happened in the past couple of months 	86.1%	68
it has only happened once or twice 	7.6%	6
2 or 3 times a month 	2.5%	2
about once a week 	2.5%	2
several times a week 	1.3%	1
answered question		79
skipped question		0





35. I took money or other things, damaged something, copied from the internet or hacked someone's account		
	Response Percent	Response Count
It hasn't happened in the past couple of months 	88.6%	70
It has only happened once or twice 	7.6%	6
2 or 3 times a month 	1.3%	1
about once a week 	1.3%	1
several times a week 	1.3%	1
	answered question	79
	skipped question	0

36. I threatened or forced another student to do things he or she didn't want to do		
	Response Percent	Response Count
It hasn't happened in the past couple of months 	88.6%	70
It has only happened once or twice 	8.9%	7
2 or 3 times a month 	1.3%	1
about once a week	0.0%	0
several times a week 	1.3%	1
	answered question	79
	skipped question	0

37. I bullied another student with mean names or comments about his or her race or color		
	Response Percent	Response Count
It hasn't happened in the past couple of months 	91.1%	72
it has only happened once or twice 	6.3%	5
2 or 3 times a month	0.0%	0
about once a week 	1.3%	1
several times a week 	1.3%	1
answered question		79
skipped question		0

38. I bullied another student with mean names, comments or gestures with a sexual meaning		
	Response Percent	Response Count
It hasn't happened in the past couple of months 	93.7%	74
it has only happened once or twice 	5.1%	4
2 or 3 times a month	0.0%	0
about once a week	0.0%	0
several times a week 	1.3%	1
answered question		79
skipped question		0

39. I bullied him or her another way

	Response Percent	Response Count
it hasn't happened in the past couple of months 	84.8%	67
it has only happened once or twice 	12.7%	10
2 or 3 times a month	0.0%	0
about once a week 	1.3%	1
several times a week 	1.3%	1
answered question		78
skipped question		0

## Appendix L

### ICEHR Permission

June 2, 2010

**ICEHR No. 2009/10-097-ED**

Miss Susan Doyle  
Faculty of Education  
Memorial University of Newfoundland

Dear Miss Doyle:

Thank you for your e-mail of May 31, 2010 addressing the issues raised by the Interdisciplinary Committee on Ethics in Human Research (ICEHR) concerning your research project "*A case study of the CyberSmart! student curriculum Cyberbullying Prevention Program in a private school in Florida*".

The ICEHR has re-examined the proposal with the clarification and revisions submitted and is satisfied that concerns raised by the Committee have been adequately addressed. In accordance with the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS)*, the project has been granted *full ethics clearance for one year* from the date of this letter.

If you intend to make changes during the course of the project which may give rise to ethical concerns, please forward a description of these changes to Mrs. Brenda Lye at [blve@mun.ca](mailto:blve@mun.ca) for the Committee's consideration.

The TCPS requires that you submit an annual status report on your project to the ICEHR, should the research carry on beyond June 2011. Also to comply with the TCPS, please notify us upon completion on your project.

We wish you success with your research.

Yours sincerely,

Lawrence F. Felt, Ph.D.  
Chair, Interdisciplinary Committee on  
Ethics in Human Research

LF/en

copy: Supervisor – Dr. Bruce Mann, Faculty of Education





